

Just Learning Nursery

Inspection report for early years provision

Unique reference number EY308705
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Inspector Suzanne Stedman

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Just Learning Nursery is run by Just Learning Ltd and is part of a large chain. It opened in 2005 in a purpose built provision in Colchester, Essex. The group serves the local area and has strong links with the schools. There is an outside play area.

The group opens from 7am - 7pm every week day. Children are able to attend for a variety of sessions. The group is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 139 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 121 children attending who are within the Early Years Foundation Stage. The group provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 21 members of child care staff. All of which, hold appropriate early years qualifications and one is currently completing a higher qualification. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This group has a very good understanding of children's individual needs which supports children in making progress within the Early Years Foundation stage. Learning opportunities take place in a safe and well risk-assessed environment where children's safety and security is given a very high priority. Good partnerships with parents, carers and outside agencies ensure that the needs of each child are well met. This provision uses self assessment to identify their strengths and areas for development. Children's assessment records are well kept. The nursery and outside area are used well however the children do not currently have free flow to the outside at all times so their freedom of choice is limited.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop free flow for inside and outside play to incorporate all areas of learning
- develop activities and resources relating to similarities and difference.

The effectiveness of leadership and management of the early years provision

The manager and staff work together closely to develop the setting's good standard of learning. Children are safeguarded as robust recruitment procedures

are in place and all adults having access to children are suitable to do so. Staff members have a secure understanding of the safeguarding procedures and attend relevant training to update their knowledge. There is CCTV throughout the setting with monitors in the foyer and family room. In the entrance lobby there is anti-bacterial gel for all to use to help prevent cross infection.

All the required policies and procedures are in place and kept in good order and support the group's practices. These documents are all shared with parents and carers to ensure they are well informed. The staff are committed to working in partnership with parents, carers and outside agencies as they understand the importance and benefits this brings. Parents are verbally kept up-to-date on a regular basis. The children's Learning Stories are shared and also completed by the parents and carers who also identify the children's next steps at home. There is a notice board containing information and newsletters are provided to keep them informed about current events in the nursery. The nursery serves several schools and has made good links with other settings delivering the Early Years Foundation Stage.

Good security and risk assessments are in place to ensure the environment and activities, both indoors and outdoors, remain safe for children. Continual evaluation of the provision ensures that areas for improvement are identified. Emphasis and consideration is given to the views of the children and parents via questionnaires. These views are put into practice wherever possible which ensures a good working relationship between the nursery and parents to provide the best possible care for the children. All activities are adapted to meet the unique child's needs and help them develop. This demonstrates the ability to evaluate and adapt to a child-centred approach. There are currently limited resources and activities relating to similarities and difference therefore children's awareness in this area is not fully met.

The quality and standards of the early years provision and outcomes for children

Children are able to play and learn in a child-friendly environment both inside and outside. The staff know the children who attend the setting well and have a good understanding of child development and how children learn. This means that children are provided with a range of play and learning opportunities which support their interests. Children enjoy creative activities inside such as, making pizzas to take home to share with their family. There is a permanent art station so children are able to access art materials throughout the sessions. Mathematical language is used and put into practice when ascertaining how many children are present for meals. Children enjoy role play for example dressing up as a princess in the home play area. Children plant, harvest and care for a variety of fruits and vegetables which develops an understanding of living things.

Children are developing an understanding of how to keep themselves and others safe whilst inside and outside the group and are secure within their environment. For example, children are encouraged to use the antibacterial gel at the entrance

and before meals to help prevent cross infection. They are made aware of the correct way to use the outside apparatus. This helps to reinforce their understanding of staying safe.

Children are offered healthy food and are able to help themselves to food at meal time promoting choice and independence. Children manage their personal hygiene routines well with free access to the toilets and wash basins. Positive activities are shared as children help to clear away at the end of the session and after meals. Children are learning skills for the future as they learn to be independent, form relationships and progress well in their learning and development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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