

Just Learning Nursery

Inspection report for early years provision

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Inspector Yvonne Campbell

Setting address Stoneleigh Drive, Barrs Court, Bristol, Avon, BS30 7EJ

Telephone number 0117 9677840
Email bristol@justlearning.co.uk
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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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Just Learning Nursery (Bristol) is one of a large chain of nurseries across the United Kingdom. The nursery opened in 2003. It is located in Longwell Green, South Gloucestershire, close to the local retail centre, hypermarkets and the Bristol Ring Road. The premises are purpose built and is accessible at ground level. There are fully enclosed areas for outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 116 children may attend at any one time. Children are grouped in several base rooms according to age and stages of development

The nursery operates all year round except for Bank Holidays. Opening times are Monday to Friday, between the hours of 07.30 am and 6.30pm. Children attend for sessional or full day care. The nursery caters for children with additional learning needs and physical disabilities. There are currently 248 children in the early years age group on roll, of these, 59 children receive funding for nursery education for three and four year olds.

There are 47 staff who work directly with children, of these 16 including the manager hold Level 3 qualifications in Childcare and Education. The manager also holds a Level 4 qualification in Management. Nine members of staff are currently trained to Level 2. Training in the nursery is ongoing and with one member of staff working towards Level 3 and another towards achieving Early Years Professional Status. There are links with South Gloucestershire Council, who offer guidance on the educational programme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are making good progress towards the early learning goals. Key staff have a well developed knowledge of children's individual needs. The information is systematically documented and is used effectively for planning the next steps in children's learning and development. Children's health and safety are given high priority. The risks of significant injury or contact with hazards in the environment is very low as staff have stringent systems in place for keeping the premises secure and maintaining children's wellbeing. Partnerships with parents are excellent. They have meaningful and regular involvement in all assessments of their children's progress. Staff also work closely with other providers of early years care, including childminders and schools, to ensure continuity of care for children both in and away from the nursery. Staff have evaluated their practice using the document provided by the regulator to identify strengths and area for improvement. Some changes are being considered regarding the organisation of the available space so children can use these without impacting on the enjoyment of others.

What steps need to be taken to improve provision further?

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

- Baby practitioner, organise the carpeted area so noise level is maintained at an acceptable level and does not impact on other children's learning, ensure boys access books during free play
- consider the organisation of play in the preschool rooms and meet the needs of all children when using a shared space for for different types of child initiated play.

The effectiveness of leadership and management of the early years provision

There are thorough procedures in place that ensure children are safeguarded and the risk of abuse is reduced. All staff have completed criminal records checks and are safe to be in close proximity to children. They have a clear understanding of the child protection procedures and know the action to take if children are present with signs and symptoms that may indicate abuse has taken place. The nursery has a designated member of staff who is responsible for coordination any concerns and making a referral to Children and Young Peoples Services if necessary. The manager is currently completing safeguarding training at Level 2. She ensures that all new information from training courses is disseminated and shared with other staff.

An established managerial structure for Just Learning Nurseries is in place at local area and national levels. All the written policies and procedures required by the regulator are in place and accessible in operational plan folders. Staff are provided with regular information about changes and updates. In addition, there are regular staff meetings and annual mandatory training in important issues such as infection control and manual handling. Staff have annual appraisals and all current staff share a clear vision of maintaining a welcoming environment where children develop through skilled support and their parents receive a highly professional service. Parents are engaged and are involved in monitoring the standard of service. They complete questionnaires and vote for employee of the month.

The excellent organisation and use of space to create a welcome area, supports children's recall of previous learning. For example, there is a well thought through and atmospheric overhead display inspired by children's choice of a favourite story about a creature living in a forest. The notice board is organised with essential notices, including a current newsletter. Information is set out thoughtfully and is easy to read and access at their leisure. Comfortable chairs are provided so parents can linger in the area and look at other information such as book on childcare issues in more details. The new manager is very enthusiastic about exceeding the current high standards. The plans to enhance activities include inviting environment professionals to share information with children about the importance of recycling materials.

Resources are age appropriate and of good quality. Children are involved and stimulated to explore and experiment when using these. Resources include objects made with natural material including wood. Children also explore plastics, textiles, and the properties of sand, flour and soft noodles. Other resources are accessible stored in child height units with clear containers with pictures of contents and children are able to self select the activities they use during free play. Space in the base rooms are used creatively and flexibly. For example, the calming atmosphere in the sensory room in the baby unit enables staff to also use the room as a sleep area. Babies crawl in and out freely to explore lights and other materials in a treasure basket. The nursery also has several other designated base rooms for children and decisions to transfer to other rooms are based on children's age and also the individual stage of development. Staff have organised a number of activities in the preschool rooms where children generally play well together. However, on one occasion, in one room the raised noise level from imaginary play by a group of older children had a negative impact on other children's ability to concentrate and share play with others.

Equality and diversity is promoted by staff to support children's development of positive views of differences. Children have access to play material with cultural themes. For example, dolls and puzzles. There are also several maps of European countries and children have activities for traditional festivals such as St David's Day and other festivals celebrated by people from different cultural backgrounds. Children are beginning to explore other languages. The nursery provides French speaking activities for preschool children. Children who use English as another language are able to hear their home language used during interaction with staff. They obtain simple list of familiar words to support communication with these children when necessary. Self assessment of the provision is ongoing. Staff are familiar with use of the ROPE system: Resources, Outdoors, Physical and Environment. They have also completed the self evaluation document and are seeking to be involved in further local quality assurance schemes for daycare providers. Staff have established links with other nurseries in the area. They work in collaboration to meet the needs of children in the community and to share good practice.

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

All children in the nursery enjoy a broad and balanced curriculum of activities that promotes learning and development in line with the developmental stages outlined in the Early Years Foundation Stage framework. Babies emotional well being is met exceptionally well and the children, thrive and develop in confidence as they explore the safe surroundings supported by caring and knowledgeable staff. They move and crawl freely between, two adjoining base rooms and from a very young age, their independence is fostered by staff who allow children to select toys which interest them. For example, a selection of are provided for sensory learning and stimulation. When selected by individual children, staff sit alongside the children and gently model how children can interact with the resource, repeating the

actions several time as children look on attentively. Staff also stimulate children awareness of touch by passing smooth materials across the back of their palms.

Babies are also developing a sense of self and are beginning to show pride in their achievements. For example, one child who is newly mobile, but still a little unsteady, walks backwards and forwards several times proudly demonstrating his new mobility skills. Staff know he enjoys the sound his new shoes make and they allow him to walk for a while before going outside for outdoor play. Children make progress at their own pace. Those are sensitive and need extra physical contact are hugged and comforted until they too are confident enough to move away to enjoy the toy

Settling in procedures work extremely well. Children are supported and left for a few short periods before completing a full session. Full placement commences when parents are confident that their children are happy and will be well cared for. Staff collect information about children's starting points including thorough background information about children's position in their families and experiences of attending group. This provides a secure basis for the initial planning to meet individual needs. Parents are involved in all assessments about their children's progress. They also contribute their own observation and photos to insert into children learning records.

Toddler age children become absorbed in activities and enjoy practicing new physical skills. Staff provide materials such as soft noodles for children to explore during creative play. They show good hand to eye coordination as they scoop and fill a number of containers with noodles. Some children physically handle the material and try to unravel it. Children show a sense of wonder and curiosity. For example, when playing with flour in a large container, staff model how the flour forms a thin layer on the hands. She then claps her hand together to create a puff of flour. Children look on in awe. They are also fascinated by changes in materials such as when they create a solid form from pressing soft sand into a mould.

Older children are very active and are purposefully engaged at all times. They show good disposition to learning moving freely between the indoor and outdoor areas to engage in physical play or dig in the gardening are. Some older children work extremely well together. They form groups and work at self selected task such as solving a jig saw puzzle. Staff provide a mixture of adult led and child initiated activities. They allow children to extend their interest during free play. For instance, children, under adult supervision made Welsh cakes for the St David's Day celebration. In the afternoon some children choose to continue with that learning theme during a craft activity.

Children are able to make a positive contribution to their nursery and the extended community. They help at clearing up times and older children self serve their meals at lunch time. Children and their parents are involved in fund raising for, a local charity, a national children's hospital and other special occasions Comic Relief.

Children stay safe through a system of comprehensive and through risk assessment procedures with the manager maintain individual responsibility for some task. Fire safety is given high priority with regular fire drills so children are fully aware of the procedure. Staff ensure they have comprehensive information

about children's medical need and there are secure procedures for safe administering medication to children. Clear and well set out individual medical plans are developed for children who have a specific medical need or food allergies. Staff are vigilant and a designated member of staff is responsible for liaising with the nursery cook and for supervising and monitoring children with food allergies during meal time.

Children generally behave well as they are purposefully occupied and enjoy the activities provided. Staff ensure children know the kind of behaviour which is acceptable. Staff have close links with the Area Special Needs Coordinator and contribute to development of Individual Play Plans for children who have care in more than one daycare setting

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	1

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	1
The extent to which children adopt healthy lifestyles	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met