

# Just Learning Nursery

Inspection report for early years provision

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**Unique reference number**

221622

**Inspection date**

07/03/2011

**Inspector**

Kelly Eyre

**Setting address**

Kingfisher Way, Hinchingsbrooke Business Park,  
Huntingdon, Cambridgeshire, PE29 6FN

**Telephone number**

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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, Huntingdon was registered in 1999 and is one of 72 settings run by Just Learning Ltd. It operates from a purpose-built building situated on the edge of Hinchingsbrooke Business Park, close to Huntingdon, Cambridgeshire. The setting is accessible to all children and there are a number of fully enclosed outdoor play areas.

The setting provides funded early education for two, three and four year olds. It is open each weekday all year round, with the exception of Bank Holidays, and sessions are from 7.30am to 6.30pm. Children may attend for a variety of sessions. The setting is registered on the Early Years Register to provide 100 places and there are currently 142 children on roll who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings such as pre-schools and childminders. The setting currently supports a small number of children with special educational needs.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age group.

The setting employs 28 members of child care staff. Of these, one holds an appropriate early years qualification at Level 2 and 25 hold qualifications at Level 3 or above. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The manager and staff demonstrate a clear commitment to continuously reviewing their work, enabling them to make improvements and thus maintain a service which is responsive to children's needs. The excellent partnerships with parents and other professionals support the ongoing exchange of information and ensure that staff obtain a thorough understanding of each child's needs. They use this information to make sure that children's individual needs are met and they are offered appropriate support so that they are meaningfully included in activities and play opportunities. Good assessment and planning procedures mean that staff are aware of children's current developmental needs and can plan activities to promote their development. Further key strengths are the excellent procedures relating to safeguarding children and promoting healthy lifestyles, ensuring that children are cared for in a safe environment and their health and welfare are promoted at all times.

## **What steps need to be taken to improve provision further?**

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

- develop further opportunities for children to initiate their ideas.

## **The effectiveness of leadership and management of the early years provision**

The setting's highly effective safeguarding procedures ensure that children's well-being is prioritised and their welfare is consistently promoted. For example, staff attend additional training and there are robust procedures to ensure that all staff are suitable to work with children. This is further supported by a clear written procedure and a range of practical information, ensuring that staff can work together to prioritise and manage any concerns about children. Exceptionally comprehensive risk assessments, ongoing safety monitoring procedures and thorough daily safety checks mean that children's safety is consistently promoted in all areas. Excellent daily practice and ongoing explanations and activities support children in gaining an excellent awareness of safety issues. For example, they learn how to use tools and implements safely and older children take turns in helping to check the outdoor areas and assess any risks.

Staff demonstrate a clear understanding of the relevance of anti-discriminatory practice. They ensure that the setting's policies and procedures are consistently implemented, supporting them in providing a service which is inclusive for all children and their families. Staff work closely with parents, continuously reviewing and updating their information about children's needs and ensuring that they fully understand these. They actively use this information to help inform the planning of appropriate activities. The manager and staff pay attention to building and maintaining excellent relationships with parents and carers. They utilise many practical forms of communication in order to keep parents fully informed of their child's progress and activities. For example, they produce informative newsletters, offer regular parents' consultation sessions and make sure that parents are aware of the current activity planning so that they can continue their child's learning at home. The setting also works exceptionally well with other professionals involved in the care of the children. For example, they work with local pre-schools and childminders to exchange information and ensure that children's care is consistent and their development is promoted.

The manager and staff demonstrate a genuine enthusiasm for their work and have a clear vision for the future. The continuous evaluation of their daily practice enables them to obtain a clear overview of the nursery and to prioritise changes that improve the outcomes for children. For example, recent changes include the laying of a safety surface in the outdoor area used by babies, thus improving their safety and access to this area. Staff make good use of available resources to support the promotion of children's learning and development. For example, all rooms are well planned and equipped with appropriate resources and equipment for each age group.

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

Children make good progress because staff have a thorough understanding of the requirements of the Early Years Foundation Stage. They observe children as they play, assessing this information and using it to inform activity planning, thus ensuring that children are offered appropriate activities that promote their individual development. Excellent safety procedures throughout the setting ensure that the environment is safe. Children's behaviour demonstrates that they feel secure as they happily move around the play areas, choosing their resources and readily involving staff in their play and discussions. They are therefore supported in playing an active role in their learning and are developing positive attitudes to this.

Good procedures mean that children settle well and develop secure relationships with staff. For example, staff work with parents to make sure that they fully understand children's normal routines, observing these as much as possible. The careful planning of activities means that children's learning is promoted. For example, a small group of children play a number game, identifying written numerals and finding the correct picture card with the corresponding number of items. Thoughtful staff interaction means that children are encouraged to explore and think critically. For example, a staff member encourages children to think about how many different things they can do with the hoops; children become engrossed as they try to skip with the hoops, pretend they are steering wheels and horses and loop them around mobile objects to pull them along.

Children are supported in gaining a clear understanding of appropriate behaviour and thus learn valuable skills for future life. Staff talk with children about the implications of their behaviour and encourage them to work together and understand each other. Children respond positively to this and demonstrate care and concern for each other, readily taking turns and sharing the resources. Children's awareness of diversity is promoted as they access relevant resources and participate in discussions and specific activities. For example, they learn about other countries and their traditions and celebrate festivals and events such as the Chinese Moon Festival, Diwali, Harvest Festival and Remembrance Day. The setting's thoughtful involvement in a number of events helps promote children's awareness of the needs and lives of others. For example, staff and children raise money for various local and national charities. The excellent procedures for working with parents and carers mean that children who have special educational needs and/or disabilities and those who use English as an additional language are offered appropriate support to enable them to participate meaningfully.

The thoughtful provision of accessible resources means that children can see what is available and make choices about their play. For example, large containers of resources in the outdoor area are well labelled and children can choose from a wide selection. However, staff do not always make the most of opportunities for children to initiate their own ideas with regard to use of the resources and play space. Children's enjoyment is enhanced and their understanding extended because staff skilfully capture their attention. For example, a staff member reading to a group of children encourages them to discuss the illustrations, learn new

vocabulary and compare similar words, maintaining their attention by offering them all a chance to point out and explain their favourite illustration.

Children gain an excellent awareness of the relevance of a wide range of health practices. For example, they use large play equipment and participate in specialist gym sessions, discussing why they need to stretch and warm up before exercise and how this affects their bodies. Their understanding of healthy eating is promoted through daily discussions and participating in cooking activities. Children are offered opportunities to find out about living things. For example, they participate in hatching chicks each year, and help care for the setting's guinea pigs, african land snail and fish. They explore the uses of information and communication technology and thus gain further skills for the future. For example, babies and young children access interactive activity centres and toy telephones, whilst older children use a computer, digital camera and programmable toys.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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