

# Just Learning Nursery

Inspection report for early years provision

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<b>Type of setting</b>	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 Day Nursery was registered in December 1996. It is located in a purpose-built single-storey building situated in the Ingleby Barwick area of Stockton-on-Tees and serves the local and surrounding areas. The provision is registered to care for up to 100 children aged under eight years at any one time. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The provision is open five days a week, all year round, excluding public holidays. The nursery is open from 7.30am until 6pm. Out of school and holiday care is also provided for children over eight years. During term time children aged up to 14 years can be taken to or collected from two local primary schools by Just Learning nursery staff.

There are currently 152 children on roll aged between eight months to 10 years who attend for various sessions. Children are cared for in ten play rooms according to their age and ability. There are enclosed areas available for outdoor play adjoining each of the main nursery rooms. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery is part of the Just Learning nursery group. There are currently 31 members of staff employed, 18 of whom work on a full time basis. Most staff have a suitable childcare qualification, with the majority of these being at level 3. There are two guinea pigs and a rabbit housed in the entrance area, which children have supervised access to.

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

Overall the quality of the provision is good.

Children are cared for by a dedicated, enthusiastic staff team who meet their individual needs successfully as they value each child's uniqueness. Children make very good progress as the Early Years Foundation Stage framework is implemented very well throughout the nursery. Children's health and welfare is mostly very well attended to. The nursery continues to make excellent progress as staff and parents are encouraged to contribute and be involved in the self-evaluation process. Successful partnership with parents and other professionals ensures that all children, regardless of their ability, receive the best possible chances to fulfil their potential.

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

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

- help children to develop a further awareness that wholesome food and good practices while eating, particularly at snack time, can contribute to their knowledge and understanding of staying safe and being healthy.

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

Children are effectively safeguarded. The manager has a very good understanding of what to do if there are concerns about a child's care or welfare and staff are aware of the procedures to follow. Good written policies and documentation, such as administration of medication forms, recording and monitoring of accidents, highly comprehensive risk assessments, daily room and garden checks and regular health and safety audits, ensure that children are very well protected from harm. Robust recruitment and selection procedures are in place and all staff undergo Criminal Record Bureau (CRB) checks to ensure that they are suitable to work with children. Staff attend regular training and they are very well supported and valued by management and the company as they recognise and reward particular aspects of the staff's work. Therefore, they are a dedicated, happy, enthusiastic staff team who clearly enjoy their work, thus inspiring the children to enjoy and achieve successfully.

Staff and parents are encouraged to contribute to the self-evaluation process so that a collaborative approach is in place which successfully promotes the outcomes for children. Plans have been implemented since the last inspection and the one recommendation has been fully addressed, which further promotes children's learning, care and welfare. For example, the highly successful development of the outdoor areas. The staff are highly motivated and continually look at ways to improve the provision to ensure that children's individual needs are met by using the Early Years Foundation Stage in practice successfully.

Toys, planned activities and resources, both indoors and out, are excellent. Rooms are extremely well set up and organised to meet the different needs and ages and stages of the children attending. The outdoor canopies provide shade and cover, which allows children to move freely between the indoor and outdoor environment. Therefore, children's interests are maintained, they have lots of fun and successfully develop physical, creative, language, exploration and discovery skills extremely well. Real equipment in the outdoor construction area for pre-school children, such as the road signs, barriers and tubes, sourced from recent road works, teaches them that everyday items they see in the community have a further use. As well as bright, sturdy manufactured toys, natural, real materials and objects are also available, which stimulate the baby's and younger children's senses very well. The nursery staff team reflects our diverse culture and a good equal opportunities policy is in place. Staff are well aware of what their key children enjoy doing and what they are interested in, so that they plan and provide activities and experiences to meet their individual needs successfully.

The nursery has an 'open-door policy' to welcome all parents and visitors. They also invite and encourage local school staff to visit specifically when children are ready to move up, which helps with transition. The dedicated special education needs co-ordinator based in the nursery provides support for staff and good links with parents and other professionals to ensure that all children are welcomed, included and that their individual learning and development needs are met. The

excellent prospectus, regular newsletters, written daily diaries and noticeboards ensure that parents are well informed. The key person completes the settling-in notes with parents to ensure that they know all about their child's routines, preferences and development so that children are very well supported. Parents are very pleased with the nursery. Comments include 'the nursery has brought my child on massively' and 'it's a very nice friendly place'.

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

Staff have a very good knowledge and understanding of how to use the Early Years Foundation Stage in practice. Therefore, this is implemented very well throughout the nursery. They are well supported by the named co-ordinator and can discuss any problems with her that they may encounter when using the framework. Staff use ongoing observation notes on children to record their interests which is then fed into the planning and often individualised for each child. For example, when a staff member noted a child was interested in the dinosaurs and kept taking them over to the construction area, the next day an area was set up with the dinosaurs and construction materials to sustain their enjoyment and interest, thus fully promoting their learning and enjoyment. Each child has a 'Learning Story Profile' with observation stickers and photographs which show what children have achieved, what they enjoy and what staff are working on to help them progress. Summative assessments cover the 'next steps' and are also occasionally linked to the outcomes for children to ensure that children's all-round learning and development is fully promoted towards the early learning goals.

Children's behaviour is good. They share their toys such as bats and balls so that they can play together. Staff are quick but sensitive when they intervene to prevent conflicts and always explain why behaviour may not be acceptable, encouraging children to say sorry where necessary. When nappy changing is carried out as part of the routine and nursery staff rota, rather than by the child's key person, this does not always support some toddler's preferences as they have clearly formed strong bonds with the familiar adult who cares for them. Children approach adults easily to make their needs known, demonstrating that they are confident and feel safe. Meal times are a lovely social occasion where children's independence is promoted very well. However, there were some missed opportunities to talk about why food is good for you, and when pre-school children eat their snack outside, but are keen to play, some get up and access equipment while still eating breadsticks, which could hinder their safety. Children's health and safety is promoted very well whilst playing in strong sunlight as they are very well protected by wearing sunhats and through staff applying sun cream. As there is free access for children from indoors to out and all weather suits are available, they receive plenty of fresh air and exercise no matter what the weather, which successfully promotes their overall wellbeing.

Children love to be outside where they are extremely happy and animated. Pre-school children use the equipment to devise their own imaginary games such as when they make ice cream cones from the soil and containers. Younger children have lots of fun as they eagerly explore a range of medium such as custard or

chocolate mix on the tables. Two-year-olds successfully combine movements to make marks and shapes and toddlers experiment by squeezing, feeling and tasting the mixture. Some children enjoy sitting in small groups with staff outside singing favourite action songs, and when it is time for tea they run in excitedly shouting 'tea time!' Toddlers are very self-assured and persevere extremely well to achieve their aim. For example, when they cannot manage to ride their truck up the grassy mound they get off, walk and push it over. Staff are very caring and sensitive. They reassure babies and toddlers quickly if they become upset and respond to their needs effectively. Older children receive one to one time if they are unsure about something. Children's language and mathematical skills are fully supported. For example, staff engage babies in social interaction by responding to their noises and children have lively conversations when they talk about the displays on the wall. Overall, their enjoyment and achievement is exceptional.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	1
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	1
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

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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	1
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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## **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