

# Just Learning Nursery

Inspection report for early years provision

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**Unique reference number** EY231242  
**Inspection date** 23/05/2011  
**Inspector** Elizabeth MacKey

**Setting address** 164 Old School Place, Croydon, Surrey, CR0 4GB

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

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Learning Day Nursery is one of a number of nurseries run by Just Learning Limited. It opened in 2002 and operates from a purpose built building amidst a housing complex in Croydon. A maximum of 112 children may attend the setting at any one time. The nursery is open each day from 7.30am until 6.30pm all year round, except on bank holidays. All children share access to a secure, enclosed outdoor play area. The building is fully wheelchair accessible. The nursery has a contractual obligation to prioritise places for staff and students at Croydon College. There are currently 105 children aged from nine months to rising five. Of these, 42 children receive funding for nursery education. The setting supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The nursery employs 28 members of staff. Of these, 26 hold appropriate childcare qualifications. Of the qualified staff, four are completing further education courses. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming, bright environment where space indoors and outdoors is used satisfactorily to support children's all-round learning and development. Children are effectively supported by an enthusiastic staff team who ensure children's needs are met well. Children make good progress in all areas of their learning. Established policies and procedures are in place and underpin good practice. The management team has an accurate understanding of the strengths and weaknesses of the provision and prioritise steps for improvement.

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

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

- review the organisation of the baby room, to ensure there is adequate space for babies to move freely between activities
- improve the use of the outside area to include a wider range of activities to support children's development across the six areas of learning
- increase the resources and use of labelling to further support children who have English as an additional language.

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

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that staff are suitable to work with children and are appropriately qualified. Staff have a clear understanding of safeguarding procedures, and all staff attend in-house safeguarding training. All required documentation that promotes children's health, safety and well-being is in place and is kept up to date. Good use is made of the satisfactory range of resources at the setting. Space and equipment is mostly well organised and helps create a welcoming learning environment where children can access play materials independently. The space in the baby room, however, is not utilised effectively, which limits opportunities for babies to explore freely. Overall, staff work well together as a team and are deployed to ensure children benefit from consistent relationships and a good level of individual support.

The manager and staff team seek feedback from parents and children to monitor and evaluate the provision and consider areas for future development, for example through daily communication and parents' meetings. Partnership with parents is good and parents comment that they are happy with the care and education their children receive. They report that the friendliness of staff is a particular strength of the nursery. Staff work closely with parents to ensure they have a good understanding of each child's background and needs and they provide appropriate support where required, so that equality and diversity is promoted. Parents are kept well informed on a day-to-day basis through regular newsletters, the notice board displays and daily discussions when children arrive and leave. There are also formal opportunities for parents to meet staff to discuss their children's progress and contribute to reviewing the next steps for their child's learning. The setting works effectively in partnership with external agencies and other providers as appropriate, to ensure children receive the support they need and benefit from continuity in learning and care.

The new management team, communicate ambition and enthusiasm to secure improvement. Actions taken by them then have had a positive impact in bringing about improvement to the early years provision. Systems to support further development and sustainability are identified and prioritised.

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

Children show a good sense of security and belonging within the setting. They are confident, good communicators and build excellent relationships with their peers and staff. They are familiar with the routines and expectations of the setting, for instance, they help to tidy away when it is time to go into the garden. Older children show a sense of responsibility and concern for others, when they tell staff that someone is not sharing the resources fairly. Children adopt simple good hygiene routines from a young age when they wash their hands after coming in

from the garden or go and get a tissue to wipe their nose. They benefit from nutritious meals and snacks that are freshly prepared on the premises, enjoying for example, a fruit snack during the morning and tuna and pasta bake for lunch. Children, play outside every day as part of a healthy lifestyle, practising their physical skills and learning new ones as they peddle bikes, play team games and explore the water and sand. The toddlers and pre-school operate a free flow system, which enables the children to move in and out of the garden as they choose. The babies do not have direct access to the garden; however, they do have an allocated time in the garden. There are opportunities for the babies who are more mobile to mix with the toddlers in the outdoor area, in preparation for their transition to the toddler room. They enjoy the fresh air, whilst they splash their hands in the water tray and excitedly blow bubbles into the air. The garden is spacious and secure and due to the commitment of staff to operate a free flow system, the children are spending more time outdoors. They have not addressed this fully, by ensuring the garden provides opportunities for children's development across the six areas of learning.

Children throughout the nursery benefit from a balanced routine and take part in a wide range of activities that support their learning and development. They work well both independently and in cooperation with their friends, and are interested and motivated to learn. Staff know children well and make regular observations of their achievements, which they use to plan future activities. The assessments and planning are flexible to focus around the children's interests. For example, when a child enjoys a particular activity at home, such as, cooking, staff build on this by organising a cooking activity in the nursery.

Children of all ages enjoy stories and books. Younger children cuddle up to look at pictures, while those who are older remember words and phrases from their favourite story. Children are keen to communicate. Babies show pleasure as they listen to songs and nursery rhymes, and older children confidently start conversations and express their ideas. Staff have a good understanding of each child's background and needs and they provide appropriate support where required, so that equality and diversity is promoted. However, a number of children speak English as an additional language and although there are systems in place to assist communication, for example gesture and key words, there are not enough visual prompts for children's acquisition of dual language, there is little evidence of letters, words or books in children's first language. Children solve simple problems during every day routines, making sure there are enough plates for everyone or finding the correct piece for a puzzle. Children learn about the world around them when they find explore mini-beasts in the garden or plant sunflowers in the soil. The children have access to electronic equipment and appropriate information and communication technology (ICT) equipment. Staff provide children with the necessary resources, activities and opportunities they need to help them gain important skills for the future. Children enjoy group games in the garden, where they learn to take turns and compete in races with each other. There is a good sense of fun and their relationship with the staff is positive and trusting. Children are engaged in their learning and stimulated throughout the day; they enjoy their time at the 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

<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	3
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

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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	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