

# Just Learning Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY239505
<b>Inspection date</b>	07/06/2011
<b>Inspector</b>	Michelle Tuck

<b>Setting address</b>	19 Hackett Place, Hilperton, Trowbridge, Wiltshire, BA14 7GW
<b>Telephone number</b>	01225 768510
<b>Email</b>	trowbridge@justlearning.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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**

Just Learning Nursery opened in 2001. It operates from purpose-built premises in Hilperton, near Trowbridge, Wiltshire. The nursery is registered by Ofsted on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register.

The nursery is registered for 100 children. There are currently 150 children aged between three months and 11 years on roll. 128 children are in the early years age range. The nursery is in receipt of early education funding for three- and four-year-olds.

The nursery opens five days a week all year round. Children can attend from 7.30am until 6.30pm.

20 full or part-time staff work with the children, 13 of these are qualified to level three and four are qualified to level two. One member of staff has an early years degree and the manager holds a qualification in leadership and management.

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

Overall the quality of the provision is good.

Children are eager to attend this well established nursery and they play a dynamic role in their learning, offering their ideas and responding to challenges with great enthusiasm. The management team and the staff have a collective vision for continuous improvement with rigorous systems in place for evaluating the impact the practice has on promoting outcomes for children. Very strong links with parents, other agencies and most other providers ensure that individual needs of each child are identified and addressed. Inspired planning and the caring interaction by each member of staff reflect the nursery's ethos of acknowledging the uniqueness of each child.

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

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

- improve links with other providers offering the Early Years Foundation Stage to ensure continuous and consistent care for children
- promote good practice with regard to babies using soothers.

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

The leadership and management of the setting is very strong. Safeguarding is given the highest priority and staff are very well informed about safeguarding issues so that they are able to recognise a child who may be at risk. Robust procedures are in place which are reviewed regularly to ensure that staff have up-to-date information of the procedures and this duty of care is shared with all parents and carers. Rigorous and robust systems for the recruitment and selection of staff are in place. This ensures that children are cared for by adults who are suitably qualified and experienced and who bring key skills to the practice to enhance outcomes for children. Risk assessments are carried out with great care and consistency, as children play in an environment that is safe, child-centred and accessible to all. A vast range of resources are available and regular checks by children and staff ensure that all can enjoy the play experiences safely. The management and staff have high aspirations for offering a quality provision through ongoing improvement. The dedicated manager is highly effective, building the staff into a cohesive team with a shared vision of enabling every child to make strong progress and reach their full potential, whatever that may be. A well established appraisal system and clear commitment to personal development mean that, overall, staff are well qualified for their roles and ensure that knowledge and skills are kept up to date. Previous recommendations are well implemented to ensure children are able to freely select from a wide range of materials and use these to represent their own ideas through painting, modelling and collage and are well supported by staff during their free play. Children also have access to drinking water at all times and their group activities are well planned. The team of staff work well together and are clear about their delegated roles and responsibilities. The management team effectively supports staff to reflect upon practice, to further their enthusiasm and to implement identified areas for improvement. These developments arise through continuous evaluation of the provision that includes parents' views.

Particular attention is paid to ensuring that the environment effectively meets children's requirements. Mobile children are able to move freely in and out of doors to explore the stimulating garden resources. Ample quantities of high quality furniture and equipment are clearly labelled and are stored at a low level so that babies and older children can help themselves safely. The use of time and resources is well managed which means that children are able to plan, organise and complete their activities, whilst gaining security from the regular routine.

The setting is highly committed to working in partnership with others involved in the children's early years' education and care. Most partnerships are well established to promote children's learning, development and welfare; however some partnerships with other early years settings that children also attend are not so well developed. Parents are offered high-quality information about the provision and, increasingly, about their child's progress. There are clear systems for them to be well involved in their children's learning and contribute to decision making within the nursery. The setting is inclusive with a strong emphasis on treating children as individuals. Staff know the children well and they recognise, value and

celebrate difference. As a consequence, children's needs are very well met.

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

All children show an extremely strong sense of security, they have formed close and trusting relationships with the staff. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. For example, they know not to run indoors as they may slip and fall. Children work exceptionally well both independently and with their peers showing excellent negotiation and cooperation skills. They manage any minor disagreements, such as other children not sharing, remarkably well. Children's behaviour is exemplary; their understanding of 'rules' is exceptional. Both stem from following the excellent examples set by staff.

All children enjoy and achieve well, in relation to their starting points as staff care for them in small groups, recognising their achievements and planning effectively. They offer activities and experiences that are interesting, stimulating and actively promote children's development. Key persons assess children's ongoing achievements and increasingly use their knowledge of children's interests, their own observation programme and information from parents to tailor plans to suit each individual. The children have close relationships with the staff happily asking them to help them put coats on or asking for a cuddle. Staff in the baby room interact closely with the children making them laugh and helping them to feel secure. Children smile and laugh with anticipation as a member of staff counts and tickles them with a cuddly toy. Staff are well aware of children's different abilities and differentiate activities to meet their needs.

Children are eager to attend the nursery and respond to challenges with enthusiasm. They show growing levels of independence, selecting resources and activities for themselves. They gain self-assuredness to form strong relationships with their peers and adults in the nursery. Children have many opportunities to dress up and take on different roles. They play with the shop pretending to sell food and use the cash register with their pretend money. They pretend to write shopping lists and are able to create freely using various mediums, which are available on mobile trolleys, such as pens, pencils and scissors. Children play 'hair dressers', they style each other's hair and that of the hair models. When new furniture arrived, children are given the boxes to play with. They use their creativity to develop a role play in a boat using a large tube as a funnel.

Children's knowledge and understanding of the natural world is enhanced as they grow plants, in the garden. Their interest and knowledge is successfully promoted in other areas, for example, through measuring the length of their sunflowers and plotting the results on a graph. Children make good progress in communication, numeracy and information and communication technology skills which means they actively gain skills they need for the future.

Key relationships are very strong, which means that children feel happy and settled

in the setting. They are reassured by staff who are caring and affectionate towards them. They develop a clear understanding of how to keep themselves safe, as staff take time to show children how to recognise risks and to take appropriate action. For example, when using the climbing equipment outside. Healthy lifestyles are very readily adopted. Babies and children spend ample time enjoying the fresh air, being extremely active and readily making positive food choices as part of their well-balanced diet. They learn about the importance of physical exercise and hygiene in discussion and through visual clues. Some babies however have their soothers attached to their clothing, which means that when they crawl around the soother touches the floor. Children behave well because they are fully interested and engaged throughout. They are clear about the boundaries and know what is expected of them and are proud when the staff tell them how clever they are. They learn good manners and model the positive behaviour and attitudes displayed by staff.

## 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	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	1
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
--	---

### 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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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