

Just Learning Nursery

Inspection report for early years provision

Unique reference number

EY152321

Inspection date

20/06/2011

Inspector

Glenda Field

Setting address

Delft Way, Off Amsterdam Way, Norwich Airport, Norwich,
Norfolk, NR6 6DA

Telephone number

01603 788814

Email

norwichairport@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*.

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, Norwich is part of the Just Learning Limited national chain of day nurseries. It opened in 2002 and operates from purpose-built premises set in an urban area on the outskirts of Norwich. There are 10 playrooms for children of different age groups, with all children having access to fully enclosed outside play areas. A maximum of 112 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm and only closes for Bank Holidays.

There are currently 128 children on roll, all of whom are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children come from a wide catchment area, as many of their parents travel in to work in the city. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is in receipt of funding for nursery education.

The nursery employs 28 childcare staff. Of these, 24 hold appropriate early years qualifications, one holding Early Years Professional Status. A cook, handyman and administrative person are also employed. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very independent in their play and benefit from being able to move freely between the well-resourced indoor and outdoor environments. Staff have detailed knowledge of children's backgrounds, family circumstances and interests and provide appropriate levels of support and encouragement to ensure children make good progress in their learning and development. All required documentation is in place to support children's care and welfare. Systems for monitoring and evaluating the provision to identify priorities for development are established to continue to improve the quality of the provision.

What steps need to be taken to improve provision further?

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

- update the safeguarding policy to include contact details necessary for any referrals that may need to be made
- provide opportunities for younger children to dig, plant and grow flowers, fruit and vegetables to enable them to develop an understanding of growth and changes that take place over time.

The effectiveness of leadership and management of the early years provision

Staff fully understand their legal duties and responsibilities regarding child protection issues and their practice is underpinned by a comprehensive safeguarding policy. However, the policy requires information regarding the contact details necessary for making any referrals. Systems are in place to ensure staff regularly attend safeguarding children training to ensure their knowledge is up-to-date with current procedures. Robust recruitment procedures ensure that staff complete the necessary checks to ensure they are suitable to work with children. Staff follow comprehensive procedures to eliminate risks to children and ensure the premises are secure. They maintain a written record of risk assessments and daily checks are completed. All relevant information is requested from parents to support children's health and welfare, and registration forms request parents' prior consent to seek emergency medical advice or treatment.

Staff develop extremely positive relationships with parents and carers, and parents are provided with opportunities to express their opinion about the service provided. Termly parents evenings provide opportunities to share information on children's progress and development and there are strategies in place to help parents support their children's learning at home, for example, weekend activity forms. All staff and managers are motivated to seek further improvement and focus on the setting's strengths and areas for improvement. Self-evaluation is fully informed by the views of users to ensure priorities for development are accurately targeted to improve outcomes for children.

Staff promote equality of opportunity and recognise the importance of working with parents to remove barriers to participation and to ensure children receive any additional support they need. Good systems are in place to support children's transition into school, along with visits being made by staff to schools children may attend and invitations for such schools to visit the nursery. Liaison takes place with other settings delivering the Early Years Foundation Stage that children attend and other agencies that may be involved with children.

Furniture, toys and equipment are of high quality and well organised to enable children to play in comfort and safety and make real choices in their play, consequently developing their independence and decision making.

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

Staff's high level of knowledge of the learning and development requirements of the Early Years Foundation Stage promotes children's learning and well-being extremely well. Observation and assessments and their use in planning are effective in identifying children's achievements, interests and learning styles. Planning is effective and provides consistent challenge to extend individual children's learning to ensure they make good progress towards the early learning goals. Children are happy, motivated and eager to learn in the well-equipped and

welcoming learning environment which reflects children's backgrounds and the wider community.

Children develop high levels of confidence and self-esteem as they independently explore their own interests and ideas. They tell the inspector to 'look at the clouds, it's going to rain'. Children form positive relationships with staff and their peers, and generally play together cooperatively and show care and concern for each other. They become secure in the clear routines of the setting. Children are learning to take care of their environment and willingly help tidy up at the end of the session and use their own initiative, such as sweeping up sand in the outdoor area. They collaborate well with their peers, for example, deciding what play food they are going to take with them on their imaginary picnic. Children respond well to staff's good use of praise and encouragement, which promotes their understanding of positive behaviour.

Children have very good opportunities to learn about the wider world and their own community. For example, visits are made to the setting by the local community police officer and there are trips to the library, the airport, a local school and a museum in Norwich. Resources reflecting our diverse society include dressing up clothes, small world characters and musical instruments. Celebrations of other cultures also take place, such as Chinese New Year and Diwali. Older children have opportunities to develop an understanding of how things grow by digging and planting flowers, fruit and vegetables. They thoroughly enjoy watering the plants and watching them grow while noting the changes that take place during the growing period. Children then harvest the fruit and vegetables to have for snack food or with their cooked lunches.

Staff are effectively deployed and provide very good support to promote children's enjoyment and interest. Children enjoy regular cooking activities, such as making cupcakes and harvesting produce grown by them in the outdoor area, which is then used for snacks and meals. Children have ample opportunities to practise emergency evacuation procedures to increase their understanding of how to keep themselves safe, along with visits by the local community police officer to talk about stranger danger and road safety. Children show a good awareness of what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating. They benefit from the option of hot meals provided by the nursery which take account of their individual dietary needs. Children tell the inspector 'when you eat this meat it will make you strong, so that you can lift houses up all by yourself'.

Children engage in a wide range of physical play opportunities, both indoors and out, increasing their understanding of the importance of regular exercise as part of maintaining a health lifestyle. They have opportunities to become involved in decision making, for example, they can independently access the outdoor area throughout the session. Children enjoy exploring and experimenting with a range of media and materials, such as making models from junk materials, sponge painting, collage activities, cornflour and free painting in the well-organised creative areas, where they confidently express their own thoughts and ideas. The well-resourced role play area provides many opportunities for children to develop their imagination and act out familiar roles, for example, dressing up clothes and

home corner equipment, along with opportunities to role play as hairdressers or office workers.

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 | 2 |

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

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| 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 | 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