

Just Learning Nursery

Inspection report for early years provision

Unique reference number	254137
Inspection date	22/06/2011
Inspector	Glenda Field

Setting address	Northside Road, St. Andrews Business Park, Norwich, Norfolk, NR7 0HT
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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*.

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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 1999 and operates from purpose built premises set in an urban area on the outskirts of Norwich. There are a variety of playrooms for children of different age groups with all children having access to fully enclosed outside play areas. A maximum of 72 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm, but closed for bank holidays.

There are currently 114 children on roll, all of whom are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. Children come from a wide catchment area, as many of their parents travel into 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 nursery employs 27 members of staff. Of these 26 hold appropriate early years qualifications and one member of staff is working towards a qualification. A cook, cleaner and handyman 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 settle with ease in the welcoming and inclusive environment of the nursery and, consequently, make good progress in their learning. Good effective procedures ensure they are extremely safe and secure. The staff have developed an extremely strong partnership with parents and involve them fully in all aspects of their children's learning and development. Systems for monitoring and evaluating the provision have been 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:

- provide further shaded areas in the outdoors to ensure children's health and safety during hot weather
- update the safeguarding policy to include contact details required for making referrals.

The effectiveness of leadership and management of the early years provision

The management and staff demonstrate a high level of commitment to safeguarding children. Written procedures that ensure children's safety and welfare

are robust and shared with parents. Relevant training in these procedures has given staff the confidence to identify any child at risk of harm and liaise with the appropriate agencies. However, the safeguarding policy requires updating to include the contact details of the agencies concerned. All adults working at the nursery are checked as suitable to be with children. Additionally, the nursery environment is checked daily by staff to ensure that potential dangers are removed. The staff are highly organised and ensure that these checks are robust, conducted regularly and recorded to ensure that children can play freely in the nursery. The nursery is organised extremely well, it is highly conducive to learning and is maintained to a high standard. Resources are excellent, fit for purpose and support children's learning and development very well. Most are provided at a low-level so that children can access them freely, promoting children's self-confidence and independence.

The Nursery has developed partnerships with parents that are highly effective and make a significant contribution to children's achievement and well-being. Staff maintain excellent systems of communication using daily discussions and communication books. All these systems are used well, promoting a two-way flow of communication and enabling parents to be part of their children's daily achievements and developmental milestones. The effective sharing of information is greatly appreciated by the parents. Parents say that they are impressed by the inclusiveness of the nursery, that their involvement makes them feel part of their children's day and that daily diaries give information which is important to them and their children. Various opportunities are made for parents to share in their child's experiences at the nursery, such as attending when parents are invited to help their children make Easter bonnets at home for the Easter parade, which they are also invited to attend. Parents also take part in Royal wedding party celebrations, Story Book Cafe days, Breakfast Days and Teddy Bears Picnic occasions. They also join their children for visits to the local wildlife park and the castle museum.

An effective system is in place for liaising with other settings delivering the Early Years Foundation Stage that children attend to ensure continuity of care and learning. As part of children's transition to school, nursery staff visit schools that children may be attending in the near future and invites are made to the school to visit the nursery. To support children leaving the nursery to attend school, the nursery holds a Graduation Day when children's time at the nursery is celebrated by themselves and their families.

The nursery has obtained in-depth knowledge of children's backgrounds and needs using their very strong parent partnership. They make the most of diversity carefully tailoring their practice to each child's individual requirements. In addition, to their organised approach this ensures that each child in their care is given the appropriate support and resources to help them feel included and valued as an unique individual.

Staff have a strong commitment to their professional development and strive hard to provide high quality care and continually improve. Systems for monitoring and evaluating the provision are established and to assist in identifying priorities for development, the views of parents and children are sought.

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

Children are safe and develop a strong sense of belonging in the nursery. They are confident to speak to adults during their play, naming starfish, seahorses and lobsters in the organised play activity promoting creatures that live in the sea. Younger children enjoy looking at books with the adults. Older children show confidence through performing a puppet show, using finger puppets, in their playroom theatre. Children can independently access their drinks and are given healthy choice options about what to eat for snack. This promotes children's decision making very well and helps them to develop personal qualities and skills for the future. Children can easily choose from the wide range of resources that represent many different materials and are stored carefully to foster their independence and choice. All rooms used by children are comfortable and clean, promoting a safe, reassuring environment in which young children can safely explore. Well-organised routines help babies and very young children to feel secure and confident.

Individual planning that is in response to children's current interests and stage of development helps them consistently make good progress towards the early learning goals. Children mastering their first steps are encouraged and supported well by the staff who plan for each child using the knowledge they have obtained and recorded from parents. For example, children learning to walk are offered appealing wheeled toys. Additionally favourite resources are placed on low stable containers encouraging children to stand with support. Children's achievements are shared with parents. Each child has a meaningful record of learning and highlighting their potential next steps. Consequently, planning is responsive to their needs and children in the nursery's care are motivated and enthusiastic learners. All areas of children's learning and development are supported well by the staff's good organisation of their routines and resources.

The nursery makes good use of the local amenities and children enjoy organised walks to feed the ducks and trips to the supermarket, where they help in choosing items for snacks and meals at the nursery. Children also enjoy planned visits to places, such as a local wildlife park and the castle museum. Children are out in the fresh air daily, the outdoor play areas are used well. They are very well equipped with outdoor play resources, plus areas for children to dig, plant and grow fruit and vegetables. However, further shaded areas would be beneficial to children's health and safety in hot weather. Outdoor areas are easily accessible from each playroom.

Children feel safe as they play safely and have been involved in the practising of the setting's evacuation procedure. Also visits are made by the police and fire service who talk to children about road and fire safety. The nursery promotes healthy lifestyles and helps children adopt good personal hygiene routines. Children benefit from healthy snacks and meals including fresh fruit and vegetables. Babies are content and settled because their physical and dietary requirements are fully met. A 'Healthy Body, Happy Me' week, when some outside

professionals visited the nursery, talking with children on the benefits of healthy eating, teeth care and mini-sports to encourage fitness.

The nursery promotes diversity well using their wide range of resources to support and teach children of all ages about their differences. Small world figures, books, puzzles and craft activities promote discussion about the society children live in. Children are all inclusively welcomed into the childminder's home and make good progress in relation to their abilities and starting points.

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	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

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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