

Just Learning Day Nursery

Inspection report for early years provision

Unique reference number EY259506
Inspection date 21/06/2011
Inspector Angela Hufton

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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.

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Description of the setting

Southwell Day Nursery is part of Just Learning Ltd. The nursery opened in 1996, but was taken over by the present owners in 2003. It operates from a purpose built building, which is situated in the town of Southwell, Nottinghamshire. A maximum of 37 children may attend the nursery at any one time. The nursery is open each weekday from 7:30am to 6:00pm for 52 weeks of the year, closing for main bank holidays only. All children share free-flow access to a secure enclosed outdoor play area. The setting has a rabbit and a guinea pig outdoors and fish in the rooms.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 106 children from eight months to four years on roll, attending on a full and part-time basis. Children come from a wide catchment area.

The nursery employs 13 staff and also employs a cook. All of the childcare staff, including the manager hold appropriate early years qualifications and the manager is currently working towards a degree. The nursery is a member of the Pre-School Learning Alliance, and receives support from the local authority. The nursery was awarded the Pre-School Learning Alliance accreditation in 2002. The nursery has achieved the Investors in People award and the National Day Nurseries Association Accreditation scheme "Quality Counts" and is also an approved CACHE training centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting has a wonderful ethos which provides a very welcoming, stimulating, child-centred environment in which children flourish. Staff are motivated, highly qualified and experienced and have a wonderful knowledge of each child's individual needs and interests. Children benefit extremely well from continuity of learning and care as the setting liaises with parents and other agencies to ensure individual children's needs are met and their protection assured. Commendable monitoring and self-evaluation by the provider and staff ensure that any priorities for future development are promptly identified and acted on. This clearly demonstrates an excellent capacity to make continuous improvement and sustain its existing very high standards, whilst retaining a caring family centred approach.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implementing the identified changes to information gathered on children's starting points to enhance planning for their next steps.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and very well protected from harm as all are staff passionate about protecting children. They have an excellent understanding of their role in child protection, are able to put appropriate procedures into practice and know when to take action to safeguard children in their care. Rigorous and robust recruitment and induction procedures, backed by ongoing relevant staff development and training, ensure that all staff working with the children are suitable, capable and well qualified. Risk assessments, which cover all areas, equipment and outings are conducted and reviewed regularly. The manager links accident records to risk assessments on a monthly basis and staff conduct daily checks of all areas of the setting.

The premises are very welcoming, well maintained and brightly decorated with children's work. Children's care and early education is successfully promoted by a very dedicated, caring and motivated team of adults who are very passionate about the service they provide. Morale is high and their energy and enthusiasm has a positive impact, resulting in a setting of an exceptionally high calibre where children's needs are fully met. The development of a very effective key person system means that children's needs are understood and met. All staff take responsibility for what they do within the nursery.

The management and staff are proactive in fostering strong partnerships with parents, carers and other professionals. They place great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents receive high quality information about the provision. Parents are encouraged to share information about their child when they first attend and new systems are being developed to extend this further. All parents complete a starting booklet, including family photographs, about their child and their individual likes and dislikes. This information helps staff to have an excellent knowledge of each child's background and needs. Children benefit from their parents' involvement in their learning while in the setting. Parents are well informed about their children's welfare, achievements and progress through communication boards with specific information about staff, key groups and children's activities or through written and verbal information about their child's day. Parents are encouraged to review their children's learning journals and write comments. Regular newsletters are also sent out to parents which highlight themes and coming events. Parents are delighted with the setting and written comments and thank you cards are displayed which speak highly of staff. Parents say they are approachable and dedicated, and that they are confident to leave their children with the staff knowing that they will be well cared for. Parents particularly praise the family atmosphere that is created in the setting.

The nursery has very effective working partnerships with other early years settings which some children attend. They have forged links with the local schools. Information is readily shared with the schools which older children move to and the setting has been praised for its professional approach. Staff make the most of

diversity to help children understand the society they live in, including trips out and many visitors to the setting. For example a parent came and talked to the children about Ganesh; the children then developed an art project around this.

Extensive documentation enhances the excellent practice and ensures the safe and efficient management of the provision. The management of the setting have high aspirations, drive and commitment to providing top quality care for children. They are totally committed to continuous improvement and the capacity for this is admirable. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a high level of childcare and education. All recommendations from the last inspection have been successfully and comprehensively addressed. This results in a setting that is forward thinking, exceptionally well organised and demonstrates a shared vision for the future to ensure that continuous improvement is sustained.

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

Children are making outstanding progress in all areas of learning and development. The setting is totally child orientated and staff endeavour to ensure that children have fun and enjoy all aspects of their time here. All children have free-flow between indoors and outdoors at all times, and have appropriate clothing such as sun hats or waterproofs to fully utilise their learning outdoors. They benefit from the support of experienced and enthusiastic staff who capably organise varied and adaptable activities to foster children's curiosity and motivation. Comprehensive revisions to planning, assessment and the organisation of activities in all areas of the nursery, especially in the pre-school room, have resulted in the very successful promotion of child-centred learning. Children are actively involved in planning. Their ideas, choices and interests are fully encouraged by staff and ensure that children continue to make progress in line with their capabilities and starting points.

From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with real enthusiasm. Through their interaction with the children, the staff draw out learning and ensure appropriate levels of challenge are available for all. Children are very eager to play and join in with the activities and they get excited about what they are doing. Their levels of concentration are excellent as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Children have a lovely time exploring numeracy in the 'cowboy wagon'. Staff skilfully used children's enjoyment of a story to develop their participation in maths activities and this has been particularly successful in encouraging boys to utilise the area. Babies delight in tactile experiences as they touch the grass or try rolling and catching balls; toddlers have fun with black and white playdough following on from their interests in Zebra. Older children thoroughly enjoy the activities that they participate in. For example, building a den, or developing a quarry area, where they understand to be safe. Children are all engrossed in their play as they sit and read under the tree or go on adventures on the pirate ship. Staff are very skilled at supporting children's

learning through all the activities the children choose. For example, a staff member sits with a quieter child and they talk about more and less, count out the number of bees that might fit on the number stick, supporting them to anticipate how many they may get on the stick. At the same time joining in with another child's conversation about football and promising to play with them next. This all supports children to feel their ideas and interests are valued.

All children thoroughly benefit from the free flow between indoors and outdoors, babies are able to crawl in and out as they choose. They are supported by observant staff who know when to intervene or when to allow the child to develop their own solutions, such as how to get in and out of the ball pool. Children play well together and have definite friendship groups in place. They help and support each other while playing and are very caring towards each other. Children show care and consideration for the nursery pets. They also grow their own herbs, flowers and vegetables; very young children enthusiastically explain what all the vegetables are, how they like the smell of mint or how they had some of the lettuce for their tea. Children discover the wider world as they learn about different countries through tasting food or the kinds of houses people live in through walks in the area.

Behaviour is exemplary and is supported through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, be polite and be kind and helpful. The setting is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely with other professionals to ensure that their needs are consistently met. Children develop valuable life skills. They are confident, increasingly independent and very helpful, competently serving themselves at lunch time. They learn the importance of following simple hygiene routines; understand the importance of washing their hands before eating or after messy play. They understand to stay safe in the sun and put hats on as they go out and replace them in the box as they come in.

Children are very well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables. Excellent procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately. Meals and snack times are sociable occasions when children and staff sit round the table together and chat about their day. The support and care children receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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