

# Just Learning

Inspection report for early years provision

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**Unique reference number**

EY277262

**Inspection date**

09/09/2011

**Inspector**

Jan Linsdell

**Setting address**

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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

Just Learning was registered in 2004. The nursery is one of a chain of nurseries run by a limited company and operates from a three-storey building located in Childwall, Liverpool. Children are cared for within three rooms and have access to a sensory room and a secure outdoor play area. The nursery is open five days a week from 8am to 6pm for 52 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 55 children aged from birth to under eight years may attend the nursery at any one time. There are currently 108 children on roll, all of whom are within the early years age group. Some children receive funding for early education.

There are 19 members of staff, including the manager, who work directly with the children. Of these, 18 hold qualifications at level 3 in early years and one holds a level 2. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very friendly and welcoming atmosphere in the nursery and promote inclusion well. Overall, systems for delivering the learning programme are effective, and the vibrant environment enables children to make good progress in their learning. High priority is given to safeguarding children and promoting their health and safety. Engagement with parents and carers is exceptional, and successful partnerships with other providers promote children's welfare and learning. The commitment to maintaining continuous improvement is strong, with effective systems in place to evaluate, monitor and enhance good practice.

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

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

- analyse observations of the children to reflect their achievements or their need for further support
- use more mathematical terms during play and daily routines to enable children to discover things about numbers, counting and calculation through practical activities.

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

High priority is given to children's safety and security, with robust recruitment, vetting and induction procedures in place to protect them. There is a comprehensive awareness of safeguarding issues among staff, all of whom receive

regular in-house training on safeguarding. Extensive policies and procedures, including thorough risk assessments, are consistently implemented to ensure the nursery is always very safe, secure and fit for purpose.

Effective systems are used to evaluate the quality of the nursery, and staff are involved in devising room development plans that identify areas to improve and enhance children's experiences. Substantial improvements have been made to the garden and to the organisation of indoor play spaces. As a result, children thrive as they free-flow between indoors and outside, making independent choices and initiating their own play. Staff talk enthusiastically about the garden and the many benefits it has had on children's general health and well-being.

High quality resources and activities are exceptionally well deployed, which contributes to a vibrant learning environment that offers many exciting opportunities for children to explore. Staff successfully promote equality and diversity and support children in learning to value their own and other cultures. They demonstrate good knowledge of children's individual needs, backgrounds and learning requirements, enabling them to provide tailored care and support.

Excellent partnerships are established with parents and carers, which benefits the children's care and learning. They receive a wealth of information about the nursery and have many opportunities to be fully involved in the children's learning. Parents and carers are highly complementary about the staff and the genuine care and attention they offer to the children. Children's smooth transition to school is well supported, for example, staff complete transfer forms and invite teachers into nursery to meet the children.

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

Staff demonstrate secure knowledge of how to promote children's learning and development. They plan a wide range of exciting activities to meet children's learning needs, interests and next steps. Observations of the children are consistently carried out, but information is somewhat descriptive and lacks evaluation, for example, about where children may need further support. Comprehensive learning stories and summative assessments clearly show the good progress children make towards the early learning goals.

Children have fun in the nursery and delight in playing outdoors. For example, they dig and build with real bricks, search for bugs in the mini beast area and grow a range of vegetables, promoting their understanding of the natural world. The large train encourages adventurous and imaginative play, and the climbing frame and stepping stones challenge children's physical skills. The opportunity to enjoy free access to outdoor play has reduced incidents of illness and improved children's eating and sleeping patterns.

Children show confidence in asking questions and engaging in conversations with adults, which supports their language and communication skills. They enjoy listening to stories and have plenty of opportunities to make marks and develop

their writing skills. Children have generally good opportunities to develop their problem solving and numeracy skills, although staff are not always maximising practical situations to discuss and encourage children's understanding of number and simple calculation.

Children are supported to maintain excellent health. Carefully planned menus and freshly prepared meals ensure children benefit from eating a healthy and nutritious diet. Hygienic practices are consistently implemented and staff's thorough understanding of infection control minimises any health risks to the children. Children benefit from close and supportive relationships with the staff, which enables them to feel very safe and secure. They display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. This is because staff consistently offer clear explanations about hazards and why things may be dangerous.

Children's behaviour is good because staff act as positive role models and successfully help children to learn the difference between right and wrong. Their independence skills are well promoted, particularly at lunchtime where they help to set the table and serve food. Children have good opportunities to learn about their own and other cultures. A wide range of resources and planned topics help children to understand and appreciate diversity. Children develop positive skills for the future because they learn to enjoy books, make marks and count. They have opportunities to learn about technology as they use resources, such as computers, headsets and old mobile phones.

## 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	1
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	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

<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	1
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