

# Just Learning Nursery

Inspection report for early years provision

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**Unique reference number**

EY272707

**Inspection date**

14/11/2011

**Inspector**

Gill Thornton

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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 (Meridian), is part of the Just Learning Limited national chain of day nurseries. It opened in 2003 and operates from purpose built premises close to the outskirts of the city of Norwich. There are a variety of playrooms for different age groups, with all children having access to fully enclosed outdoor 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, but closed for bank holidays.

There are currently 124 children in the early years age group on roll. The nursery is registered on the Early Years Register. Children come from a wide catchment area as many of their parents travel 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 nursery employs 33 members of staff who work directly with the children. Of these, 21 hold appropriate early years qualifications and three are working towards a further qualification. Additional staff are employed to support the overall running of the nursery. The nursery receives support from the local authority and provides funded early education for three and four-year-old children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning in the inclusive environment. Strong partnerships with parents and carers and other agencies ensure children's individual needs are well met and their protection assured. Effective procedures are in place to involve parents in their children's care and education, and they are kept very well informed about their children's progress. Those in charge have an accurate understanding of the nursery's strengths and weaknesses and take effective steps to promote continuous improvement.

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

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

- extend opportunities for babies to access resources of their own choosing that interest and stimulate them
- enhance the use of the outdoor area to offer a wider range of planned and spontaneous play experiences across all areas of learning and development
- extend opportunities within everyday activities to promote children's understanding of the diversity of the wider world in terms of gender, ethnicity, religion, culture, special educational needs and disability.

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

The newly formed management team place safeguarding children at the heart of their practice to ensure that safeguarding procedures are robust, regularly reviewed, carefully managed and understood by all staff. As a result children are well protected because staff are knowledgeable about the action to take if they have any concerns about the children in their care. Robust recruitment procedures ensure that children are cared for by staff who have undergone all the required suitability checks. Staff make good use of up-to-date risk assessments to ensure that all areas used by the children are safe and secure. They carry out effective daily safety checks to ensure children are able to move freely and safely around the indoor and outdoor environment. Good security measures are in place and staff supervise children closely to support their welfare and development.

Management have high aspirations for quality and a strong commitment to reflective practice to drive continuous improvement. Senior staff are good role models and ensure effective practice is shared and discussed within the staff team. The outside area benefits from a retractable shade and plans are being developed by the nursery to improve the outside area to reflect the continuous provision within the indoor environment. Recommendations from the previous inspection have been effectively addressed to improve everyday practice and outcomes for children. For example, the introduction of rolling meal times in the preschool room has improved children's independence and sense of achievement. The environment is generally well organised with children grouped appropriately by age in clean, generally well equipped rooms containing child-assessable storage facilities. However, storage units currently in use in the baby room are not low-level or organised in such a way as to enable them to explore resources of their own choosing. The available resources are generally used well throughout the nursery to achieve planned goals in children's learning and development. Staff are deployed effectively and management make good use of training opportunities to support staff's continuous professional development.

Staff use their good knowledge of each child's background, interests and capabilities to provide a stimulating learning environment which generally reflects most children's backgrounds and the wider world. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting. The nursery works closely with parents and other agencies to ensure children receive any additional support they need. As a result children achieve well in relation to their starting points and capabilities. Parents receive good quality information about the setting and they are well-informed about their children's achievement, well-being and development. They have meaningful opportunities to become involved in their children's learning. Monthly summative assessments are shared to seek parents' views on their children's achievements at home and identify their next steps in learning and development. Effective information sharing on a daily basis ensures children's changing needs are met. Babies' eating and

sleeping routines from home are reflected within the nursery to help them settle and form secure relationships. Children's health, safety and well-being are effectively promoted by the robust and consistent implementation of policies, procedures and practices which reflect the requirements of the Early Years Foundation Stage. Freshly cooked meals are prepared on the premises with careful attention paid to ensure they meet individual children's dietary needs and preferences.

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

Children are secure and develop a strong sense of belonging in the nursery. They know what is expected of them and form good relationships with staff and each other. Children have generally good levels of achievement and they make good progress towards the early learning goals given their capabilities and starting points. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children generally take responsibility for choosing what they do and they often share responsibilities about routines. For example, older children benefit from being able to choose when they would prefer to eat their meals and independently serve their own portions in the relaxed atmosphere created by staff. As a result children develop an excellent understanding of how to meet their own dietary needs.

Planning is clearly responsive to children's current interests, capabilities and prior learning. As a result children are motivated and interested in the broad range of activities available. Assessment is effective in monitoring children's progress towards the early learning goals. Older children are confident and show good levels of self-esteem. Children play together well and show care and concern for each other, for example, gently stroking a friend's hair while they pretend to go to sleep. Children engage in a good range of opportunities to engage in a broad range of physical play experiences and gain a secure understanding of the importance of exercise as part of a healthy lifestyle. Children follow good hygiene routines within the nursery and are learning the importance of a healthy diet.

Children enjoy opportunities to take part in outings to extend their understanding of the local environment and they enjoy being able to watch the world through the low-level windows in the nursery. For example, showing great interest in a car transporter parked outside. They have access to some resources, such as books and dolls, reflecting a positive view of cultural diversity but they do not consistently have opportunities within their everyday play to learn to value the diversity of the wider world. Children use their initiative and learn to handle tools safely during their play, for example, carefully using a hole punch so they can include a picture in their learning story. Good quality interactions and well-established routines help babies and very young children to become secure and confident within the nursery.

Children's progress in communicating, literacy and skills relating to information and

communication are developing well. Children are active and curious learners and respond well to staff ideas and suggestions to extend their learning, for example, to use their name card to help them write their name. Children use various items of everyday technology in their everyday play and they are able to explore and experiment with their own ideas, such as while trying to work out how to fix together two pieces of card. Children enjoy accessing books on their own or sharing them with a member of staff. Children behave well because staff give clear explanations and set appropriate boundaries. They play well independently as well as collaborating in a group, such as during imaginative role play. Staff give children time to settle simple disputes for themselves and encourage them to find a solution, such as getting another chair, to enable another child to join in a popular activity.

## 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	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

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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	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