

Just Learning Nursery

Inspection report for early years provision

Unique reference number 251763
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Inspector Gill Thornton / Susan Smith

Setting address Marbled White Drive, Pinewood, Ipswich, Suffolk, IP8 3TL

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Type of setting Childcare - Non-Domestic

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.

Description of the setting

Just Learning Nursery Ipswich opened in 2001. It is part of a national chain of nurseries owned by the company Just Learning Ltd. The nursery operates from purpose-built premises, in a residential area, on the southern outskirts of Ipswich. All areas of the nursery are accessible, and on one level, and an accessible toilet is available.

The nursery consists of six rooms for children aged up to two years, two rooms for toddlers aged two to three years and two rooms for children aged three to five years. All children share access to a secure enclosed outdoor play area. A maximum of 100 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 until 18.00, for 52 weeks of the year, apart from bank holidays.

There are currently 122 children in the early years age range on roll. The nursery receives funding for early education. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery employs 25 staff who work directly with the children, 23 of these, including the manager, hold appropriate childcare qualifications.

Overall effectiveness of the early years provision

Staff's understanding of the Early Years Foundations Stage (EYFS) is satisfactory, but gaps in their knowledge regarding planning and assessment means that not all children are provided with sufficient challenge. Staffing ratios are appropriately met, but staff are not always effectively deployed to ensure children's individual needs are well met at all times. The sound relationships developed with parents and carers ensure children are generally happy and well-settled. The learning environment is welcoming and generally inclusive for the children attending. The manager is beginning to evaluate the effectiveness of the provision and has identified some areas for future development such as improving the outdoor area.

What steps need to be taken to improve provision further?

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

- develop staff's knowledge and understanding of the learning and development requirements of the EYFS, with particular regard to observation and assessment arrangements
- review the organisation of staffing arrangements to ensure the individual needs of all children are fully met at all times
- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to involve all staff in identifying the setting's strengths

and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

Just Learning Limited has developed a suitable range of written policies and procedures which are adopted by every nursery in the chain. These are made available to parents to help them understand the care provided. The required records and documentation are in place to support the care of the children attending. Some staff have identified areas within their own rooms they would like to develop. However, systems to encourage them to participate in the self evaluation process of the setting are not effective, therefore not encouraging a culture of reflective practice throughout the nursery.

Sound recruitment and vetting procedures are in place to ensure children are cared for by suitable and qualified staff. However, their knowledge and understanding of how to implement the learning and development requirements of the EYFS are insecure. Staff value the uniqueness of each child and plan activities based upon observations of children's individual interests. However, they are not consistently using these observations as a vehicle to promote future learning and progression. In addition, they are struggling to use planning and assessment documentation effectively to ensure children are provided with sufficient challenge in all areas of learning.

Staff gather appropriate information prior to children starting so that they have a good awareness of their interests, stages of development and individual needs. Good systems are in place to enable parents to become involved in their children's learning and development through sharing their achievements via summative assessment sheets. Home diaries are used effectively to promote the two way flow of information about the care, activities and routines of younger children. Suitable procedures are in place to safeguard children and ensure staff respond appropriately if they have a child protection concern. Contingency plans are in place to cover unexpected staff absences, however, at times staff are left in sole charge of a small group of children on their own in a room. For example, at lunch time a member of staff attempted to comfort and take the temperature of a poorly child while trying to supervise other children having their lunch, consequently, she was unable to meet their individual needs effectively.

The quality and standards of the early years provision

Children make sound progress across all areas of learning as they are provided with a suitable range of activities and play experiences. Resources are generally well organised in each room and children are able to independently access toys and equipment enabling them to make choices about their play and learning. Staff ensure toys are within the easy reach of babies and all children have opportunities to participate in sensory activities such as spreading paint on their hands and playing with natural materials. Children interact with each other and explore and share their own ideas and discoveries, for example, showing another child how to

pour dried pasta down a cardboard tube. Children develop appropriate opportunities for future learning as they count, enjoy stories and explore mark-making opportunities and older, more able children are developing their emergent writing skills.

The outside area provides age appropriate opportunities for children to develop their physical skills in safety. For example, older children enjoy physical challenge on the large climbing apparatus. Children learn to keep themselves safe as staff remind them about the need to use toys appropriately and they have regular opportunities to practise the fire drill. All children are well behaved and they are learning to respect each other and the environment. They play together cooperatively and are generally supported to take turns and share play equipment. Children have opportunities to learn about their local environment through visits into the local community, such as a trip to see the Christmas lights. Children become engrossed in exploring resources in the home corner carefully laying the table and serving plates of food to each other.

Children develop an understanding of the importance of good personal hygiene and older children confidently explain that "germs give you tummy ache and make you sick". Children are provided with nutritious meals and snacks that are freshly prepared on the premises. However, the organisation of snack and meal times does not ensure every child receives an enjoyable and challenging learning and development experience. For example, the poor organisation of snack time left staff without a suitable knife and they did not identify the learning opportunity offered by preparing the fruit in front of the children. While procedures in place are effective in ensuring children's dietary needs are met, they restrict children's opportunities to share with their peers. These are rigidly implemented at all meal times even when the food being served is suitable for them to eat. Therefore, they are unnecessarily excluded from sharing meaningful learning opportunities with their peers.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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