

# Just Learning Nursery

Trinty Road, Eureka Leisure Park, Ashford, Kent, TN25 4BN

<b>Inspection date</b>	23/01/2013
Previous inspection date	03/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff work positively with parents to support their children's development and learning in the nursery and at home.
- Staff know the individual children extremely well, this enables children in all age groups to feel secure and form trusting relationships.
- The nursery offers a wide range of exciting activities to help children across all age groups, to learn new skills and make good progress in their learning.
- Management organise efficient routines and procedures to enable the nursery to run smoothly. The staff team are very hard working and enthusiastic about their roles.

### It is not yet outstanding because

- Most staff have a good approach to supporting children's learning, but there are occasional inconsistencies in quality of teaching in the pre-school room.
- Some areas of the nursery lack mathematical displays and labels to enable children to have points of reference to incorporate mathematical thinking into their play.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held meetings with the management team.
- The inspector completed a joint observation with the manager of the provision and the area curriculum advisor.
- The inspector looked at a variety of records including children's records, self-evaluations and safety records.
- The inspector observed activities in the indoor and outdoor learning environment and had discussions with staff.
- The inspector took account of views of parents spoken to during the inspection.

## Inspector

Linda du Preez

## Full Report

### Information about the setting

Just Learning Nursery opened in 2006 and changed ownership in 2012 to become one of 214 nurseries run by Busy Bees Limited. It operates from a purpose-built building in Ashford, Kent. The premises include six playrooms, a meeting room, a kitchen and toilet facilities. All children have access to secure enclosed outdoor play areas. The nursery is

registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 90 children in the early years age range on roll. The nursery is open each weekday from 7.30am to 6.30pm, all year round. The nursery currently supports children who speak English as an additional language and receives funding for the provision of free early education for children age three and four years. The nursery employs 21 staff, including administration and catering staff. Of these, 15 hold appropriate early years qualifications, including two holding Early Years Professional Status.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- display a wider range of numerals, number lines, signs and posters in order to strengthen the programmes for mathematics
- strengthen systems for monitoring, coaching and supporting staff to ensure the quality of teaching is consistent across all age groups.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The nursery environment offers a wide range of exiting activities across all age groups to support children in their learning. Staff observe children at play, record their achievements and plan effectively for each child's progress. They enhance this good practice by consistently working alongside parents throughout the entire process. For example, when children first start, they find out information and plan together for settling in. They continue to share ideas and thoughts about children's experiences and progress at home and within the nursery environment. Furthermore, staff have good systems in place to assess children between the age of two and three years. They work closely with parents when children move between age groups and as they prepare to start school. The strong partnership between staff and parents means that the nursery team support continuity in all children's learning and development.

Staff support children's language and communication throughout all age groups. Staff working with babies are very attentive and teach babies how to communicate their needs. They do this by using relevant words clearly in response to babies' gestures, repeating them for familiarity and praising babies when they create sounds as a response. Toddlers learn to form sentences and staff support them praising them and repeating back what

they say clearly; this teaches children the correct pronunciation. Staff encourage older children as they play by joining in, focusing on what interests them and asking them open ended questions to encourage them to think and learn. For example, when a child plays with ice in the outside area, he says that he wants it to melt faster. A practitioner asks him why he thinks it is not melting. He considers this for a while and then says that he thinks it is because the weather is cold. The member of staff takes this further by asking him what he could do to make it melt faster and he suggests smashing it up. The practitioner chats with him about the best tools to use and together they break up the ice and watch it melt. This good approach to supporting children's thoughts and ideas keeps children engaged and motivated. Although this successful approach is used in most areas throughout the nursery, some staff are less experienced. For example, they do not consistently pay attention to children's ideas and move activities along a little bit too fast without giving children time to think and talk.

Staff arrange flexible activities for younger children to play and explore. As a result, babies and toddlers enjoy many opportunities to explore a variety of exciting materials and learn through their senses. For example, young babies crawl around the room and play with soft toys and books out of the many high quality treasure baskets. Staff provide a wide range of resources, which they encourage children to use creatively and play imaginatively. For example, children begin to make a bus, by lining up chairs. Staff skilfully ask them where they are going and what they are doing. Children talk about going on a picnic, so the staff ask them what they will need for their picnic and where they will set it up. Children look around the room, gather food, baskets and blankets from the role-play area and set up a picnic area in the middle of the room. Throughout the activity, the staff follow children's lead in conversation as they think about things together. Consequently, children work together as a group, share their ideas and become very proud of what they have accomplished.

Staff encourage children to use mathematical thinking throughout their play. For example, they sing number songs and encourage children to think about how many blocks they are using to build. However some areas of the nursery do not have posters, labels or number lines for older children to refer to as they play. Children in all age groups enjoy access to books, as each area of the nursery has attractive book areas where children and adults can enjoy books together. Toddlers particularly enjoy snuggling up with staff to read a book in the cosy book dens. Furthermore, staff set up a reading area for children and parents, so that they can enjoy reading together at the beginning or end of the day. This dedicated approach to encouraging children to develop a love of books. It supports children's early literacy skills and helps them to develop skills for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children**

Parents and children arrive to a very warm greeting and the nursery has a welcoming atmosphere. All children are extremely relaxed and comfortable with the adults who care for them. This is because staff are highly committed to getting to know individual families as children settle into the nursery. Children have a dedicated person who gets to know

them well. The 'key persons' carry out their roles very well and monitor children's health and development by maintaining good records and documentation to support children's well-being. The settling in process is repeated, as children progress from one age group to another. The rooms are laid out to enable children to look through specially designed windows. They can see into the room they will be moving on to, or look back for reassurance from the room they have moved from.

Children are happy, confident and outgoing and respond well to the stimulating environment across all age groups. They clearly feel safe and emotionally secure, as children of all ages separate from their parents happily. Older children wave goodbye and run off to join their friends for breakfast. Babies smile at their key person and pass from their parents' arms to special carer contently. Older children are very self-confident as they introduce themselves to visitors and share news about their day. Staff support children's understanding of their own health and safety by providing a wide range outdoor resources. This enables children to climb and balance, to promote their physical development, whilst enjoying fresh air and exercise. Staff help support children to develop a variety of skills such as threading, cutting and mark making to support their early writing skills.

Mealtimes are happy and sociable. Staff sit with children to supervise, help them if required and instigate conversations about their day. Information about children's individual dietary needs are known and respected by staff. Children behave extremely well, share, and collaborate with each other during their play. This is because staff are positive role models, who teach children to communicate positively, share and collaborate with one another. Staff support children's independence and well-being by arranging the resources so that children can help themselves and make their own choices. The skilful staff team provide a good balance of support, whilst also enabling children to try things out for themselves. For example as a baby tries to climb into a chair, a member of staff removes barriers and encourages her with words, without talking over. As a result, the baby successfully climbs into the space and cheerfully claps and smiles as the adult praises her. This is highly effective and building children's self-confidence and helping them to become independent.

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

The nursery has recently changed ownership. The new provider has helped the staff team to understand and work efficiently following changes to policies and procedures. The nursery team implements a range of procedures to maintain a safe and secure environment. Management have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, due to their experience and the comprehensive systems used throughout the large nursery chain. Staff check the premises and resources regularly to check that they are safe, they also respond diligently to accidents, to evaluate how they happened and minimise any future risks.

The registered provider and management team have a clear understanding of the learning

and development requirements. They have a clear view of how staff assess children's learning and development. They ensure that the nursery provision meets all children's individual needs and identify any gaps in their learning in order to seek support when needed.

The staff team are reflective and have met all previous recommendation from previous inspections. They evaluate the provision well to identify anything that they could improve and use a range of questionnaires and discussions with parents to involve them in the process. Plans for the future include setting up a parent committee to support this good practice further. Parents are kept very well informed about their children's routines, care and learning. They work closely with key persons to share ideas and thoughts about children's experiences and progress. Parents say that they value the high levels of support and caring attitude of the staff.

The nursery staff have a good understanding of the importance of sharing information with other professionals to support continuity in children's care and learning. They invite local primary school teachers to the nursery to visit children who will be moving on to school. They share detailed documents about children progress so that children's learning and development is fully supported when they move on to school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY332752
<b>Local authority</b>	Kent
<b>Inspection number</b>	901532
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	108
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	03/11/2008
<b>Telephone number</b>	01233 629200

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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