

# Just Learning Nursery

King George Hospital, Barley Lane, Goodmayes, Ilford, Essex, IG3 8YB

<b>Inspection date</b>	02/04/2013
Previous inspection date	30/07/2009

<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

- Children can choose to play outside for long periods each day. Activities provided in this area encourage their all-round development.
- Staff plan effectively for each child's individual learning needs. As a result, children make good progress in all areas of their learning.
- Effective self-evaluation by the management team and all staff ensures that improvements are on-going in all areas.
- Children use props to enthusiastically recall and retell stories. This supports their communication, language and literacy skills.

### It is not yet outstanding because

- Number lines and displays are not available to enhance children's mathematical activities.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 reviewed a range of documents including policies, children's development files, staff recruitment records and accident records.
- The inspector observed children as they played and carried out a joint observation of a focused activity with the manager.
- The inspector spoke to parents, staff and children.

## Inspector

Lesley Hodges

## Full Report

### Information about the setting

Just Learning Nursery was registered in 1998. It is located in the grounds of King George Hospital in Ilford, Essex. It is privately owned by Busy Bees Ltd, a company that operates a large chain of private nurseries. The nursery is opened each weekday from 6:45 am to 7 pm all year round, and closed on bank holidays and inset days. There are currently 136 children aged from 6 weeks to 5 years on roll. Children of the hospital staff and from a wide catchment area attend. There are 12 base rooms, two of which are sited in a fully furnished portacabin. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are 36 members of staff, 24 of whom hold appropriate early years qualifications to National Vocational Qualification at level three. Four staff members have qualifications at level 2 and the manager has a qualification at level 4. Staff receive support from the local Early Years Development and Childcare Partnership. The nursery receives funding for free early education for children aged three and four.

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

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

- enhance children's understanding of mathematics by making number lines and displays available for reference as they play.

### Inspection judgements

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

Children enjoy a varied range of activities in this bright, welcoming and well-resourced nursery. Staff greet them warmly and children clearly enjoy their time here. Children are inquisitive and confident learners and they explore the environment and activities happily.

Staff plan effectively for individual children's learning needs. They use observations of children as they play and information from home to plan and provide stimulating activities which match children's interests. For example, children bring in posters of their favourite characters and enjoy telling other children the names. Staff use this information to plan a range of activities which children enjoy taking part in. Staff successfully monitor children's progress as they develop their skills in all areas. They link children's progress to current guidance documents to check their development and share this information with parents.

Children benefit from a large outside play area where they develop their physical skills as they play on scooters, slides and push trolleys around. They develop skills in other areas too as a varied range of activities and resources are available outside. For example, children investigate interactive toys and enjoy exploring sensory objects and role play equipment outdoors. Physical skills are further developed as babies crawl around the safe indoor environment to explore the toys on offer. Younger babies play with baby gyms and sit with members of staff as they play with hand held toys. Older children select materials including chinks, pens, scissors and glue to make models of their choosing. They enjoy painting space ships and share their paintings with staff members who encourage children to develop their communication skills as they describe their pictures.

Children enjoy mathematics activities when they measure various items in the room. They start by measuring bricks in the construction area and their enthusiasm leads them to measuring bigger items in different rooms. Staff generally support this planned activity well. The children are keen to write the numbers down on clip boards, but do not have access to number displays or lines to help them to do this more easily and help the flow of the activity.

Story times are varied and the use of props encourages children to re-tell stories in their own words. Children are excited as they recognise the props and enjoy acting out parts of the story. At other times, children listen to stories in groups or share books with friends. These varied activities develop children's early literacy skills. Children with special educational needs are supported well. The manager liaises effectively with parents and other professionals, and parents are pleased at the progress their children are making. Staff use careful observations to identify areas where children might need additional support.

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

Staff take time to talk to parents about their children's care and development needs. They discuss how babies express themselves so that they can use this information when the parents are not present to establish children's care needs. When babies start at the nursery, staff carefully plan their time so that babies are with a familiar key person. This helps them to settle in and means that accurate feedback can be given to parents when they call. Children feel secure and are clearly relaxed in the nursery. For example, they enjoy talking to staff and sitting with them for stories. They are kept safe at all times due to careful supervision by staff.

Behaviour is good. Children are reminded of boundaries with colourful, positive behaviour posters on the walls. Children know the routines well and help each other when getting ready for lunch. Staff encourage children to be independent when using and disposing of tissues. Children use appropriate cutlery to feed themselves at lunch time. Babies are given plastic spoons to help feed themselves and older children use larger metal cutlery as their skills develop. Children enjoy helping to give out lunch plates to their friends. This encourages a caring atmosphere amongst the children and lunch time is relaxed as staff

and children chat about the events of the day.

Children enjoy healthy snacks and meals and there are good systems in place to ensure that children's dietary requirements are met. Staff maintain high standards of hygiene. For example baby room toys are cleaned daily when they have been played with as the babies tend to explore the toys with their mouths. Children learn about healthy lifestyles as they follow good hygiene practice and take part in physical play throughout the day as they play outside.

Staff encourage children to take part in activities which will prepare them for school. Children take part in mathematics activities and staff give them various opportunities to experiment with writing materials such as chalks, pens, clip boards and white boards. The manager has made good links with local schools and invites teachers to the nursery, so that children can meet them before they start school. Parents comment that moves within the nursery are managed well as children are familiar with staff from different rooms. This helps when they move into a new room. All these actions support children as they move on to the next stage of their learning.

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

Staff understand their role in safeguarding children well. They explain the nursery's safeguarding procedures confidently and understand the reasons why these are in place. Staff implement safety checks on all areas of the nursery before children arrive and areas where children eat are cleaned during the day to remove spilled food. These actions help to safeguard children.

The manager spends time in each room, observing children and staff. This enables her to effectively monitor staff performance and identify areas of the nursery which need improvement. The role play construction area was recently identified as an area which children were not fully benefiting from. The management team, along with the staff, developed the area with new equipment to make it more attractive to children. Children now use the area for writing and mathematics activities with staff. This shows how staff continually improve the provision. The manager already monitors children's achievements effectively with reviews of children's development profiles and close liaison with staff. She is also working with a new system which will give her an additional method for reviewing children's individual progress and give an added insight into areas of the nursery which might not fully be giving children opportunities for learning. The manager works well with external advisors to monitor the provision in all areas. They identify training needs for staff members and review the impact of training when it has been completed. Recent training on the provision of activities for children under two years old resulted in the nursery providing treasure baskets for children to explore. These actions result in effective self-evaluation and demonstrate that the nursery has a good capacity for ongoing improvement.

Staff and the manager have developed relaxed relationships with parents. The parents of new children are encouraged to stay for periods while their children settle, and they all become familiar with each other. There are good systems for parents to contribute to children's learning profiles. They can send in photographs of holidays and trips so that staff can talk to children about what they have been doing away from nursery. Parents are also invited to complete home observations on children's learning and discuss these with key staff members. The nursery has developed good links within the local community. Children benefit from taking part in charity events and trips to the local park which expand their understanding of their environment.

### **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 action. 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>	128510
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	908837
<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>	124
<b>Number of children on roll</b>	136
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	30/07/2009
<b>Telephone number</b>	020 8599 0066

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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, which are usually the childminder's 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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Piccadilly Gate  
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