

Just Learning Nursery

Progress Park, Elstow, Bedford, Bedfordshire, MK42 9XE

Inspection date	02/04/2013
Previous inspection date	24/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Parents are included in all aspects of the nursery and communication with them is exceptionally good. This contributes to children settling well and being secure and happy, therefore developing a positive approach to play and learning.
- Practical ongoing assessments of children mean that their needs and interests are recognised. Practitioners use this information to plan a wide range of activities that capture children's attention and prompt them to explore further. Children are, therefore, keen to learn and their development is well promoted.
- Practitioners have a good knowledge of the Early Years Foundation Stage and are well supported by managers. They accurately track children's development and consistently offer appropriate support so that children make good progress.
- Practitioners interact well with children and make good use of additional initiatives and programmes. This means that children's language, social and communication skills are promoted well.

It is not yet outstanding because

- Opportunities for younger children to write and experiment by making marks are not always optimised in all areas of play.
- Partnerships with other providers are not used to the full to include the consistent sharing of detailed information to further update children's assessments.

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 observed activities in all main rooms and in the outside area.
The inspector held meetings with the nursery manager and a senior manager from Busy Bees Day Nurseries and carried out a joint observation with the nursery manager.
- The inspector talked with children present.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and through their written feedback to the setting.

Inspector

Kelly Eyre

Full Report

Information about the setting

Just Learning Nursery (Bedford Elstow) was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises on the edge of a business park to the south of Bedford, and is managed by Busy Bees Day Nurseries. The nursery serves the local and surrounding areas and is accessible to all children. It operates from 10 main rooms and there is a fully enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and nine hold qualifications at level 3 or above.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 82 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the opportunities and resources for younger children to write and make marks during role play and other activities

- extend the arrangements for sharing information and partnership working with other people who care for the children.

Inspection judgements

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

Practitioners are confident and have a thorough understanding of the requirements of the Early Years Foundation Stage. They ensure that children are happy and are offered activities that support their good progress. This contributes to children feeling secure and developing a positive approach to their play and learning. Practitioners work very well with parents in order to assess and review children's needs and promote their development. For example, they put together thorough information to assess children's starting points, giving them a clear overview of children's developmental stages and interests. This information informs the initial planning and is used to monitor children's progress. The very good communication with parents means that they have many opportunities to share updates about their children. For example, they regularly provide information about their

child's interests and activities at home. This partnership working is extended as practitioners plan activities for children and parents to carry out at home. Parents are, therefore, very well supported in promoting their child's learning in the home environment.

Thorough observations of children include a clear record of their current needs and interests. Key persons assess this information in order to develop children's next steps, actively using these to inform the planning of further activities. This ensures that these reflect children's individual interests and so capture their attention and promote their learning. Clear and practical tracking procedures enable practitioners to check that all children are making good progress. Children are supported well in developing the skills required to learn effectively and achieve. Practitioners demonstrate a positive approach to learning and encourage children to explore and describe their thoughts. For example, young children engaged in foot painting are encouraged to describe the texture of the paint as they feel it on their feet and also note how the colours change as they become mixed.

Children are supported well in developing their language and communication skills. Practitioners engage them in discussions and encourage them to listen to others. Good use is made of additional initiatives to aid children's development. For example, practitioners use the knowledge gained from the 'Every Child a Talker' training to create a 'discovery room'. This offers a creative variety of resources that encourage children to explore, express themselves and extend their vocabulary. Children who use English as an additional language are well supported in understanding and acquiring new vocabulary. Practitioners take time to learn words in the child's home language and make sure that this is reflected in the resources and labelling around the room. Children in the pre-school room are well supported in learning to write and in using writing for a range of purposes. For example, children planting seeds make their own plant labels, carefully copying the names from the seed packets. However, writing materials are not readily available in role play areas and alongside other activities in the rooms for younger children. This means that this age group is not fully encouraged to experiment with making marks and develop the concept of using writing for a purpose.

Children enjoy a wide variety of activities that promote their physical development. For example, music and movement sessions and the use of large play equipment help them to develop skills in balance and coordination. Children gain a good appreciation of other cultures and ways of life. For example, they access daily resources, such as books, games and role play items, that give information and positive images. Practitioners' good interaction with children means that their learning is promoted. For example, young children explore a magnetic construction set before a practitioner demonstrates how to attach the magnets to metal objects. Children become thoroughly engrossed as they walk around the room identifying appropriate metallic surfaces.

The flexible planning and good ongoing monitoring ensure that children are offered balanced opportunities to play independently and participate in adult-led activities. This means that they take an active part in their learning and also gain an understanding of how to work in a structured environment. They, therefore, develop practical skills for use in future life and are well prepared for school. Children's learning is gently reinforced as

practitioners are vigilant and use good teaching methods. For example, children in the pre-school room make their own displays depicting the topics they have been covering. Practitioners reinforce this and encourage further thinking as they work with children to make their own associated books. These contain the children's own illustrations and descriptive writing, thus promoting their creativity and helping them feel a sense of pride in their achievements.

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

The nursery makes good use of the key person system to support partnership working with families. This helps to ensure that children feel settled and form secure relationships with practitioners. The good use of ongoing well-being screening using the 'Leuven well-being and involvement scales' means that practitioners have a clear understanding of children's needs. This informs the planning so that children's needs are met, their overall development is promoted and they are well prepared for the transition to school. Practitioners ensure that the majority of resources are accessible. Children are encouraged to access these independently and to express their preferences. This supports them in developing their communication skills and a positive approach to learning.

New children quickly settle as the nursery has through procedures to support this. Key persons gather comprehensive information from parents about their child's needs, abilities and daily routines. They use this information to inform the initial planning of activities and the daily timetable. For example, babies and young children sleep and feed according to their home routines. Again, thorough and thoughtful procedures mean that children's transitions within the setting are well supported. Children visit their new rooms with a practitioner from their current room and then build up to visiting alone for increasing periods of time until they are comfortable. Parents are fully involved in this process. They are, therefore, confident in the nursery and with practitioners, which helps their children to feel secure at this time of change.

Practitioners are good role models and demonstrate their care, concern and respect for all. This creates a positive environment and children respond by showing care and understanding for others. Children gain a good awareness of how their behaviour affects others as practitioners offer them clear explanations. Children work well together and are developing skills in settling conflicts and organising turn-taking. For example, they use a timer to help organise turns when using the computer. Children are supported well in developing their self-care skills. For example, they learn to put on their own boots and coats before going outside to play. Children gain a good awareness of the importance of healthy lifestyles. The nursery's 'wake and shake' sessions help children of all ages to develop their understanding of the importance of exercise. For example, they learn to warm up, stretch and move their bodies in time to music. Ongoing explanations from practitioners and specific activities support children in building a secure understanding of safety. For example, regular visits from community police officers and fire fighters provide realistic opportunities for children to learn about their safety in a range of situations.

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

The manager demonstrates a good understanding of the requirements of the Early Years Foundation Stage. She monitors all areas to check that the nursery meets all requirements and is, therefore, promoting children's health, welfare and development. The manager and provider set high standards and act as good role models to practitioners. Their thorough monitoring of practitioners' performance means that they understand and value their work and offer them consistent support in developing their practice. For example, the annual appraisal system highlights the training needs of each practitioner and is used to inform personal development plans for each person. Comprehensive self-evaluation means that this covers all areas of the setting's work and actively includes the views of children and parents. The manager, therefore, has a thorough and representative overview of the setting's strengths and weaknesses. This information is used to inform the development of action plans that lead to improvements in the provision for children. For example, plans for the future include the continuing development of the outdoor areas so that these offer children further play and learning opportunities.

Children's welfare is promoted well because arrangements for safeguarding are thorough. Practitioners demonstrate a good understanding of the process to follow should they have any concerns about a child. Robust procedures ensure that all practitioners are suitable to work with children. There are appropriate procedures in place to ensure that any child protection concerns are addressed and notified to Ofsted as appropriate. All practitioners undergo comprehensive induction training and this covers all safeguarding issues. Practitioners attend additional basic training in this area and this is renewed annually. The manager and senior managers monitor all practitioners on a daily basis. In addition, the provider continuously reviews safeguarding procedures and associated risk assessments with the manager and staff team, ensuring that risks are minimised or removed.

There are clear records of the progress each child makes in every area of learning. The manager monitors this information and ensures that children are offered a wide range of play opportunities that supports their good progress towards the early learning goals. Practitioners are experienced in liaising with other professionals in order to support children and their families. There are clear procedures for sharing information with others caring for the children. For example, the setting has parental permission to contact these providers and share assessment information with them. However, these procedures are not used to the optimum to share detailed information with all providers involved, in order to fully update children's progress and plan further activities. The very good partnerships with parents mean that they are kept well informed of their child's progress and activities and are fully involved in decisions relating to the setting. For example, the 'Parent Partnership Group' meets regularly and is involved in reviewing the setting's progress and making changes to policies and procedures.

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

Unique reference number	EY152150
Local authority	Bedford Borough
Inspection number	908432
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	112
Number of children on roll	82
Name of provider	Just Learning Ltd
Date of previous inspection	24/08/2009
Telephone number	01234 330220

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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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