

Just Imagine...Day Nursery & Out Of School Club

61 Station Avenue, Wickford, Essex, SS11 7AS

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|--------------------------|------------|
| Inspection date | 04/04/2013 |
| Previous inspection date | 17/11/2010 |

| The quality and standards of the early years provision | This inspection: | 3 |
|--|-------------------------|----------|
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children's health and well-being is supported as staff provide healthy, balanced and nutritious freshly cooked food at all snack and mealtimes.
- Partnerships with parents are fostered well, ensuring continuity between nursery and home in relation to children's learning and care routines.
- Staff have a secure knowledge of the Early Years Foundation Stage and use observations and assessment to plan for children's next steps in their learning. This means that children make suitable progress in relation to their starting points.

It is not yet good because

- Arrangements for the early morning staffing routines are insufficient and do not fully meet the needs of each child.
- The carpet in the hallway and the flooring in the children's toilets are not clean, which means that these areas are not fit for purpose.
- There is scope to develop children's knowledge about similarities and differences between themselves and others, and among families, communities and traditions.
- There is room to improve opportunities for young children to develop their independence skills in everyday routines.

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 three playrooms and checked the outdoor learning environment.
- The inspector held discussions with the manager, deputy, staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Sue Mann

Full Report

Information about the setting

Just Imagine...Day Nursery and Out of School Club registered in 2009. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted business unit on two floors in Wickford, Essex. It is privately owned. There is a fully enclosed area available for outdoor play. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions.

There are currently 75 children attending who are in the early years age group. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at least level 2, including one with Early Years Professional Status.

The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who learn English as an additional language and children with special educational needs and/or disabilities. The setting also offers care to children over five in the out of school club.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staffing arrangements are sufficient during breakfast and early morning routines to meet the needs of each child
- ensure the premises and equipment are kept clean and safe for children to use. This refers particularly to the hallway carpet and the toilet flooring.

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

- support toddlers further to move towards greater independence by, for example, providing appropriate sized jugs when serving themselves drinks
- enhance resources within the nursery to help children develop an understanding of diversity and difference in the world around them, for example, by extending the range of resources, through discussion about their experiences or making good use of photographs.

Inspection judgements

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

Staff demonstrate a suitable knowledge of the Early Years Foundation Stage, which means that children make consistent progress in their learning and development. Regular observations and assessments of what children can do enable staff to maintain clear records of the progress each child is making. Staff use assessments to plan appropriate next steps, which means that activities provide children with interest and challenge. Therefore, children enjoy their learning through the well-planned play experiences. Regular assessment also highlights children who may not be achieving in all areas of their learning and development, which enables staff to develop individualised plans to support those children in the areas they find difficult. Staff share children's learning journals with parents regularly, which enables parents to support their child's learning at home.

Children have many opportunities to develop their speaking and listening skills as staff show a sound understanding of how to support this prime area of children's development. Staff support children through discussions and activities, using appropriate questioning techniques, which encourages them to think their ideas through and make connections about different parts of their life experiences. The staff support children's literacy skills well, as they spend time reading stories to the children. Toddlers enjoy snuggling up with their key person, listening to stories and repeating words back. This enables toddlers to learn the correct pronunciation of words and to increase their vocabulary. The older children enjoy learning about letters and their sound through singing and rhymes. These activities help children develop key skills for the next steps in their learning.

Overall, children in all rooms have a good selection of resources from which they can choose what they want to play with. These are easily accessible from low-level storage trays and baskets. Therefore, children have plenty of opportunities to choose their own resources. For example, staff ask the older children to decide what messy play they would like out and they decide that they would like to play in the shaving foam. Staff add extra interest to the foam, by adding plastic letters, which enables children to make marks and prints in the foam. This helps children to develop early writing skills. Staff respond well to the toddlers' emerging interests. For example, they notice that the toddlers are throwing oranges from the play food, and provide a range of different sized soft balls, which enables the children to play safely with some balls. Children learn about other cultures and diversity through celebrating a range of cultural festivals. However, resources, such as dressing up, books and puzzles are limited. This means children are not able to fully develop their understanding of diversity through play.

Children play in an environment where staff actively promote equality of opportunity and anti-discriminatory practice for all children. The staff have made links with relevant professionals, such as special educational needs coordinators, which means that they are able to support children with special educational needs and/or disabilities to make steady progress in relation to their starting points.

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

The well-established key person system enables children to form secure attachments, which promotes their well-being and independence. Staff spend time at the start of any new care arrangement to ensure that they have all relevant information about individual children's likes and dislikes. This enables staff to support children to settle into the nursery smoothly. Therefore, children are happy, confident and content in the nursery. All children arriving early at the nursery, including toddlers, older children and those going to school, are all together in the main room. Although staff ratios are met, there are not enough staff to be able to meet all the individual children's needs. This results in children sitting and eating their breakfast on their own with insufficient support. However, once all staff have arrived at the nursery for the start of their shifts, the children are taken to their own group rooms. This means that children are supported and their individual needs are met. Staff use positive behaviour strategies to support children to share resources and take turns. They praise children for their good behaviour, which supports children to develop high levels of self-confidence and self-esteem.

Good hygiene routines and plenty of fresh air support children's good health and well-being. Children enjoy daily opportunities to play in the enclosed play area. Although space is limited, children enjoy riding around on bicycles, and sit-and-ride toys and this helps to support their physical skills. Older children enjoy cutting up their own fruit at snack time and the toddlers have opportunities to practise using knives to cut their bananas. However, the jugs provided are too big for the toddlers, which mean they cannot pour their own drinks. This means they have fewer opportunities to develop their independence skills. All children are able to access fresh drinking water should they become thirsty.

The nursery provides breakfast, after school and holiday clubs for older children. Staff liaise daily with the teachers, which ensures that they know how children have been while at school. This information is passed to the parents when they collect their children and results in effective information sharing between the schools and the nursery. These links also enable nursery children to become familiar with the uniform and the school routines. The nursery has developed good communication systems with the school. This allows the nursery children to visit and become familiar with the school, which ensures children's move from the nursery to school is smooth.

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

The manager has a suitable understanding of her responsibility in meeting the safeguarding and welfare requirements. The inspection took place following concerns received about the condition of the premises. There are clear action plans in place to monitor any ongoing issues in relation to the premises. Daily checks are carried out and risk assessments updated as required. A stairgate prevents access to the kitchen area. Children are supervised at all times when playing in the outdoor area to ensure their safety. Overall, the staff work hard to keep the nursery surfaces and resources clean. However, the floor of the children's toilets and the hallway carpet are old and dirty despite cleaning routines. Therefore, they are not clean or fit for purpose and this has an impact

on children's health and safety. This is also a breach of requirements for both parts of the Childcare Register.

Staff have a good understanding of what to do should they have a concern about a child, as they all attend regular child protection training and have all recently completed an online refresher course. Robust recruitment procedures are in place to ensure that staff are suitable to work with children. Frequent fire drills enable children to learn how to protect themselves in the event of an emergency and how to leave the building safely, which is important as the nursery is very close to the main road.

The manager understands her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. She carries out regular monitoring checks on children's learning journals to ensure that staff are able to correctly monitor and identify children's current stages of learning. Therefore, staff are able to support children to make consistent progress towards the early learning goals. Arrangements for regular appraisals and staff meetings ensure that the manager is able to monitor staff performance and put systems into place to support any practitioner that she feels is underperforming. Staff appraisals allow staff to request additional training that they would like to attend to help their professional development and improve their practice. The nursery makes good use of the free training through the local county council.

Self-evaluation is ongoing and the manager has clear and concise plans in place for the improvement of the nursery. The manager seeks the views of the parents and the children through verbal feedback, and of the staff through staff meetings and appraisals. This enables the nursery to respond to the needs of the parents and the children who use the service. Parent comments suggest that parents are happy with the nursery and the service that they provide. Staff have a sound understanding of the advantage of liaising with other professionals, early years providers and local schools. This enables them to meet children's individual needs and ensures that there is continuity in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (Compulsory part of the Childcare Register).
- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (Voluntary part of the Childcare Register).

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

| | |
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| Unique reference number | EY395109 |
| Local authority | Essex |
| Inspection number | 906494 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 68 |
| Number of children on roll | 92 |
| Name of provider | SML Group Partnership |
| Date of previous inspection | 17/11/2010 |
| Telephone number | 01268 761393 |

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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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