

Just Learning Nursery

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

Inspection date	09/04/2013
Previous inspection date	16/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's transition into the nursery is managed well. As a result, they are happy, settled and developing very good bonds with their key person, other staff and their peers.
- Partnerships with other professionals are well established. This ensures a good level of support for children with special educational needs and/or disabilities.
- Children's communication and language development is given good priority. As a result, children are becoming confident communicators.
- Staff have a good understanding of how children learn, and plan effectively to help them make good progress across the areas of learning. This is because they use observation and assessment well, to plan for the next steps in children's learning.

It is not yet outstanding because

- Some written labels, resources and information are spelt incorrectly and do not reflect children's home languages, to enhance the development of children's literacy skills and maximise opportunities to help them feel valued.

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 the baby rooms, toddler rooms, pre-school rooms and garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector spoke to parents and looked at written testimonials from parents.

Inspector

Jacqueline Mason

Full Report

Information about the setting

Just Learning Nursery opened in 2001 and is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. It is part of a national chain of nurseries owned by the Busy Bees Group and operates from 10 rooms in purpose-built premises on the southern outskirts of Ipswich. All children share access to a secure enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, apart from Bank Holidays. There are currently 110 children on roll in the early years age range. The nursery employs 25 members of childcare staff, 21 of whom hold appropriate childcare qualifications at level 3 and 4. It provides funded early education for two-, three- and four-year-olds, and supports children with special educational needs and/or disabilities, as well as those 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 children's early literacy development further by improving the quality of written labels, resources and information that children use in their play and learning. For example, use words in children's home languages on labels and check that written resources are spelt correctly.

Inspection judgements

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

Staff have a good understanding of how children learn and plan effectively to meet children's individual needs. They gather useful information from parents when children first attend the nursery, to establish the starting points in children's learning, their likes, dislikes and interests. Staff undertake observations of children as they play, and evaluate these well, in order to plan for children's continuing learning and development. Each child has a written 'learning journal' in which staff record their observations, along with photographic evidence. These are shared with parents to keep them informed about their child's developmental progress. Parents are encouraged to be actively involved in, and contribute to, their children's learning through continuing to share what they know about their child.

Staff know their key children well and talk confidently about where they are in their learning and development. They use the publication 'Development Matters in the Early

Years Foundation Stage' to track children's progress and ensure that they are working within the expected development band for their age. This ensures that concerns about children's learning are quickly identified. Staff carry out progress checks when children are two years of age. The written summary is shared with parents and they are given a copy to share with other professionals.

There is a good balance of adult-led and child-initiated activities. Staff recognise children's need to play independently but are on hand to intervene and support where needed. Children confidently explore the environment, feeling secure in the knowledge that familiar adults are nearby. Younger children show a good interest in what others are doing, watching with interest as children carry out art activities. Children are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences and interests. Staff recognise when young children lose interest in an activity and readily switch to another, being guided by what children choose to do. As a result, children are motivated and keen to learn in this inclusive and welcoming setting. They show good levels of curiosity and are developing the key skills needed for the next stage in their learning.

Children enjoy making marks on paper with pencils, crayons and paint. Older children are able to write their name independently. They are aware of print and understand that it carries meaning. Staff present children with opportunities to see print in the environment because the nursery environment is rich in print. However, opportunities are missed to help children and families who speak other languages at home to feel valued and involved. This is because labels are only presented in English, so families do not have opportunities to see their home language displayed in the nursery. Staff look at labels and with children and help them understand what a word is. They point out words during play situations. However, some words in written resources provided for children are misspelt, which does not help to enhance on children's early literacy development. Children enjoy books and confidently ask for staff to read a story. They hold books the right way up and handle them carefully. Children look at the illustrations in story books and are encouraged by staff to talk about what they see. This promotes children's observation and communication skills.

Younger children enjoy babbling and using sounds, and readily communicate their needs and feelings. Staff respond well to these, taking turns in 'conversation'. They chat to children and encourage their vocabulary. Staff imitate words and repeat them back so that children can hear the word said correctly. Staff facilitate the development of the language skills of older children effectively. They engage children in conversation and give them time to process questions before giving answers. Children readily take turns in conversation and express themselves clearly. They have an extensive vocabulary and use complex sentences confidently to connect ideas and relive past experiences. Children are confident to talk to others when playing and readily express their own interests. Children play well together and readily extend play ideas. For example, when playing in the water they talk about what they are doing as they fill containers and introduce the plastic small world animals to the game. They use mathematical language, such as 'full' and 'empty', and laugh together as the container falls and the water spills out. Children count confidently in routine and play situations. They readily point to objects and count, saying a number name for each item.

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

Very good settling-in procedures are in place that help support children's transition to the nursery and help them feel happy and settled. Children have good emotional attachments with staff. The key person system is implemented well, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development, and build positive relationships with parents. This provides a strong base for children's developing independence and helps them embrace new experiences with confidence. Children are supported well by their key person as they move from one room to the next. They continue to be supported as they get ready for their transition into school.

Children behave well. Staff use positive reinforcement to promote good behaviour, using 'kind hands' and 'walking feet' to remind children of the consistent boundaries. As a result, children know what is expected of them. They readily share and take turns with popular resources, play harmoniously together and have respect for each other's needs and feelings. Staff are good role models and treat children with positive regard. Good behaviour is valued and praised, promoting children's confidence and self-esteem. They are supported to learn to keep themselves safe through everyday routines, such as the safe use of knives at lunchtime.

Children's individual care routines are well met. Staff talk to parents about babies' established routines for feeding and sleeping, and implement these to promote continuity of care. Children are provided with a healthy diet and are encouraged to have regard for their personal hygiene. Their needs and feelings are managed sensitively, for example, as they progress through potty training. Older children confidently manage their own personal hygiene needs, taking themselves to the toilet and washing their hands afterwards. They readily attempt to put on their own coats when going outdoors. All children have daily opportunities for fresh air and exercise, promoting active, physical play.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. Leaders and managers work hard at all levels to drive improvement and are committed to providing a good quality care and learning experience for children. The learning and development requirements of the Early Years Foundation Stage are well met and are monitored to assess the quality of teaching, learning and, generally, the use of resources. Management communicate effectively with staff and the views of staff, children and parents are sought in order to evaluate the strengths of the nursery and areas for development. An action plan for development has been identified and goals are clear and achievable.

The welfare requirements are fully understood. The nursery premises are safe and secure to protect children from intruders. Risk assessments are carried out to ensure that hazards

to children are identified. All necessary steps are taken to limit risks so that children can play safely indoors and outside. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk. They know how to report concerns. Recruitment and selection processes are effective, to ensure that those adults working with children are suitable to do so. A record is maintained to show that all staff have a Disclosure and Barring Service check.

Partnerships with parents are effective as staff are committed to working together with them to ensure continuity of care and learning for children. Parents report that they are kept well informed, through both written information and daily verbal communication. They find parents evenings very informative. Parents value that staff are friendly and caring and that their children enjoy their nursery experience. The nursery has initiated craft sessions and coffee mornings for families in the local area. All families are welcome to attend, regardless of whether their children are enrolled in the nursery or not. Nursery staff also host craft sessions at a babywear store on the local retail park. The nursery has established good links with external agencies, to secure any additional support that children might need. Professionals, such as speech and language therapists, give advice and guidance about how best to meet children's individual needs. This helps staff to support children to make the best developmental progress that they can.

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	251763
Local authority	Suffolk
Inspection number	907935
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	110
Name of provider	Just Learning Ltd
Date of previous inspection	16/12/2008
Telephone number	01473 687017

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

