

Just Learning Nursery

1 St Andrews Walk, Rushmere St Andrews, Ipswich, Suffolk, IP4 5RE

Inspection date	18/04/2013
Previous inspection date	25/02/2009

The quality and standards of the early years provision	This inspection:	
	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 sensitively and gradually settle children into the nursery and children build strong bonds with their key person. Consequently, children are happy, confident and secure in the nursery.
- Positive and trusting partnerships are established with parents to promote a consistent approach to children's care and learning and to ensure children are supported according to their individual needs.
- Children benefit from a wide range of activities and resources to support and promote their learning and development and are making good progress.
- There is a strong commitment to develop and improve the nursery. Self-evaluation is thorough and practice is monitored well, resulting in well-targeted action plans and improvements which address weaknesses effectively.

It is not yet outstanding because

- Some opportunities to promote children's independence and to make their own choices are occasionally missed. For example, pouring own drinks and selecting their own craft materials.
- Some adult-led activities in the pre-school room are, occasionally, not planned sufficiently well to ensure they are matched to children's level of understanding or used to broaden children's thinking and conversation effectively.

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 the playrooms and the outdoor areas.
- The inspector spoke with staff at appropriate times throughout the inspection and discussed activities with them.
- The inspector had a discussion with the nursery manager.
- The inspector and the nursery manager undertook a joint observation together.
The inspector looked at children's learning journey development records, planning documentation, the nursery's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Hazel Meadows

Full Report

Information about the setting

Just Learning Nursery was registered in 2004. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. In September 2012 it was acquired by Busy Bees Nurseries, which operates 214 nurseries nationwide. The nursery is situated in Rushmere, Ipswich and serves the local and wider area. It operates from purpose-built premises and is accessible to all children. There is a fully enclosed outdoor play area, divided into separate areas for the different age groups available.

The nursery employs 27 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 or above. The nursery opens from 7.30am until 6pm, Monday to Friday, for 52 weeks of the year, excluding bank holidays. Children attend for a variety of sessions. There are currently 166 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- help children as needed, to do what they are trying to do, without taking over, to encourage their independence, skills and creativity

- plan first-hand experiences appropriate to the development of the children. Encourage open-ended thinking and discussion and follow children's lead in conversations.

Inspection judgements

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

When a child starts at the nursery staff use discussions with parents, plus their own observations, to establish each child's capabilities and starting points. This also helps them get to know each child well and enables them to offer activities and support tailored to children's individual needs and stages of development. Succinct and relevant observations are clearly recorded by key persons in a learning journal development record for each child, supported by photographs and examples of the children's work. These offer an overview of each child's development and progression through each area of learning. Staff also note children's level of involvement and well-being using the Leuven scale.

Observations by the key person are used to inform individual planning for each child to promote their progress in each area of learning. Adult-led activities often arise from a child's interest, for example, a craft activity, with the pre-school aged children, revolving around planets. However, while children enjoy sticking coloured paper onto balloons to make their planets, some of the discussion and concepts are not always matched to children's level of understanding.

Parents are actively encouraged to share their observations of their child's experiences and achievements at home. Parent contributions are welcomed and added to their child's journal. The learning journals are always available for parents to look at and staff encourage frequent sharing regarding each child's learning and development. Regular parent evenings offer opportunities for parents to discuss their child in depth with their key person. A development summary is completed every six months by the child's key person, linking each child's achievements to the 'Development Matters in the Early Years Foundation Stage' guidance. This gives a clear overview of each child's progress. Children's development in the prime areas is strong, offering them a good foundation for their future learning.

Children are keen to explore the nursery and are interested, motivated and enthusiastic learners. Staff have a generally good knowledge of how children learn and ensure the educational programmes cover all areas of learning. A rich variety of fun experiences build on children's existing abilities and inspire them to learn new skills and increase their knowledge and understanding. For example, a gardening club ignites children's interest in planting and caring for plants and feeding the birds, and helps raise their awareness and understanding of the world. Good use is made of the rooms available to each age group. Each room is well prepared and inviting and each offers a different focus. For example, babies have a quiet sleep room, a messy play and crafts room and an activity room. Babies have space to move freely and practise crawling and walking. The rooms for each age group are complemented by vibrant outdoor areas, which children freely access with relish. Ride-on toys, balls and balancing blocks encourage older children's physical skills and develop their confidence and competence. They learn how to keep themselves safe and understand their reasonable limits while playing on equipment outside.

Communication and conversation are mostly well promoted by the staff. Staff talk freely to the children and are attentive to them and their efforts at communication. Babies respond well to staff's expressive tone of voice and facial expressions and staff are attentive to their non-verbal signals. Staff use learning opportunities naturally, through play and conversation. For example, staff engage in children's conversation at the play dough table and introduce words in context to broaden their vocabulary. However, occasionally, questioning and conversations are not open ended or broadened. This results in children not being fully engaged with activities, for example, the transport flashcards. Children explore using all their senses as a broad variety of media and natural materials are offered. Babies enjoy splashing in the water and exploring a variety of natural objects and shakers. Toddlers use their manipulative skills as they play with scented play dough and enjoy a variety of crafts, such as sticking craft materials onto cones. However, on occasions, staff offer too much assistance, which sometimes limits children's opportunities to make their own choices.

Staff utilise spontaneous events well to promote children's learning experiences and understanding of the world. For example, children become distracted by a thunderstorm, during an adult-led key group time. The member of staff encourages all the children to the window to look outside. They watch the rain and open the window to listen to the rain and thunder. Discussion is encouraged about what they can see and hear and the key person's calm enthusiasm diffuses any fears children may have and encourages a sense of excitement and well-being.

Children have opportunities to recognise their names and begin to realise that text has meaning. An appealing variety of books is readily available throughout the nursery and these are used well by staff to promote children's interest and appreciation of books. Children learn practical skills and coordination through everyday activities. Two children chatter to one another as they competently sweep up the sand. A delightful mix of pictures, of different children in the nursery, is on display in the pre-school garden and encourages children's appreciation of differences and similarities. Children's imaginative play is well promoted through a variety of props and play areas, such as the role play areas and small world toys.

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

The nursery is bright, inviting and well-resourced to meet children's care and learning needs. Activities are readily accessible and children's independence is encouraged as they can select toys of their choice, aided by picture labelling on storage boxes. Children are happy and settled in the nursery. Staff work closely with parents to ensure each child's transition from home into the nursery is a smooth and positive experience. They are offered gradual settling-in sessions, supported sensitively by warm, caring staff. Consequently, children settle well and form strong bonds with their key person. Parents complete an 'all about me' leaflet covering their child's likes, dislikes and capabilities. This helps staff to understand and meet children's individual needs. It includes a space for photographs of significant people in the child's life. These are used to stimulate discussion with the children and offer them reassurance. A daily diary is maintained for babies and offers another link with parents about their child's day. When appropriate, staff work in close cooperation with other childcare or health professionals to ensure a child receives continuity of approach, to support their individual care and development needs.

Transitions from one room to the next are also managed well to offer seamless progression through the nursery. Children develop trusting relationships with staff and clearly feel safe and secure with them. Older children know staff by name and freely approach them with comments and requests. They are also confident to question and talk to visitors. This confidence and positive self-esteem supports them with future transitions to other settings and school.

Staff are positive role models of behaviour and treat children with kindness and respect. They are skilled at supporting children to learn how to manage their behaviour, safety and emotions. Children's behaviour is very good. This is enhanced by regular routines and clear explanations and reminders from staff. For example, older children are reminded not to climb up the slide and babies and toddlers know to sit down while eating. Children are

learning how to manage their own behaviour and are becoming increasingly tolerant of others, for example, when sharing toys or waiting their turn. Positive behaviour is acknowledged and praised by staff to help reinforce children's understanding.

A healthy lifestyle is promoted as children have daily opportunities for fresh air, daylight and exercise in the outdoor area. Meals and snacks are varied, healthy and nutritious. Staff regularly eat with the children and encourage them to try different foods, while remaining acutely mindful of any dietary needs. Children manage their personal needs well according to their age. Older children independently use the potty or toilet. They learn good hygiene habits through regular routines and reminders and through the example of staff. For example, they wash their hands before snack and after toileting, only prompted by reminders from staff if required. Some opportunities to increase their skills and independence are missed. For example, toddlers and older children do not always have the opportunity to pour their own drink or help prepare the snack. Staff maintain a high standard of hygiene with food preparation and while changing babies' and toddlers' nappies, to promote children's health and well-being.

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

The management team at the nursery has a strong commitment to ongoing development to improve the quality of care and learning for all children. The manager strives to ensure that recent changes within the nursery result in a positive effect on children, parents and staff. Rigorous self-evaluation and action plans record strengths and ensure any weaknesses, or areas for improvement, are promptly identified and effectively addressed. All recommendations from the previous inspection have been addressed. Parents are encouraged to become actively involved in the 'Parent Partnership Group'. This group of parents meet regularly to discuss, and offer feedback, on important issues and changes in the nursery. Parents' views and suggestions are used to help inform self-evaluation and future areas for development within the nursery. The manager has completed an Ofsted self-evaluation form, with input from staff, which offers an accurate overview of the nursery, the improvements made and plans for future development.

The manager closely monitors daily practice and the educational programmes to ensure they meet children's needs and promote children's progress. She accurately identifies well-targeted plans for future improvement. Weekly team meetings are held to review practice, promote team working and discuss planning and assessment. Regular staff meetings and annual appraisals promote personal and professional development and improve daily practice with the children. All staff have attended safeguarding training and understand their responsibility to promote children's safety. Safeguarding policies and procedures are understood and effectively implemented, if required, to protect children. Staff are very well deployed and are vigilant regarding safety and security, enabling children to play freely. Recruitment procedures ensure all staff are suitable to care for children.

Very positive and trusting partnerships are established with parents and carers. Regular discussions are encouraged between staff and parents, to ensure children's individual needs are met. Staff liaise closely with parents, and with other early years professionals if

appropriate, to ensure that children receive any additional support required. For example, staff follow guidance from health professionals to support some children's additional physical care needs. Comments received from parents on the day of the inspection are very positive. Parents are very happy and reassured with the warm care and attention their children receive. They value the regular feedback and open communication with staff and particularly their child's key person. They are pleased with the play and learning experiences their children enjoy and the progress they are making. The nursery initiates links with other settings children attend to promote consistency with regard to children's care and learning. Teachers are invited in from the schools older children are due to attend to aid smooth transitions into those 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 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	EY285918
Local authority	Suffolk
Inspection number	908880
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	112
Number of children on roll	166
Name of provider	Just Learning Ltd
Date of previous inspection	25/02/2009
Telephone number	01473 725610

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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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