

# Just Learning Nursery

5 Meridian Way, Meridian Business Park, Norwich, Norfolk, NR7 0TA

<b>Inspection date</b>	01/05/2013
Previous inspection date	14/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children's communication and language skills are supported well, helping them to become confident communicators.
- Staff effectively engage parents in their children's learning and development in the nursery and at home. Parents are actively encouraged to share what they know about their child and are kept fully informed about their child's achievements and progress.
- Children behave well. Consistent rules help children to know what is expected of them and they are supported well to learn right from wrong and play harmoniously together.
- Reflective practice is fully embedded in the nursery's self-evaluation. As a result, strengths and areas for development are accurately identified and managed, to plan for continuous improvement and support children's achievements.

### It is not yet outstanding because

- The accessibility of written planning is not consistently promoted so that all staff continue to have a sharp focus on the planned activities and experiences for each child.
- There is scope to enhance arrangements for supporting children's already good levels of well-being, particularly when their key person is not available.

## 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 room, tweenies room, two to three-year-olds room, pre-school and gardens.
- 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.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

Just Learning Nursery (Meridian) was registered in 2003 and is part of the Busy Bees chain of nurseries. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from purpose-built premises on a business park on the outskirts of the city of Norwich. There is a fully enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 123 children on roll, all of whom 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 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:

- improve the consistency of the accessibility of written planning so that all staff continue to be sharply focussed on the planned activities and experiences for each child
  
- improve how the key person 'buddy system' is implemented when a child's key person is not available so that staff continue to enhance children's already good levels of well-being.

## 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 monitor their progress to ensure a balance across the areas of learning. They observe children as they play and assess the observations well to identify the next steps in their learning. However, written planning is not always kept readily accessible so that if staff changes are made everyone continues to have the same high expectations of the children and a sharp focus on what they need to provide to meet children's individual learning needs. Staff regularly evaluate

their assessments of children's learning and these written summaries are shared with parents. Parents are encouraged to record their own observations of what their children are doing at home and staff take these into account, to ensure that their planning is firmly rooted in children's interests.

Staff plan a good balance of adult-led and child-initiated activities. They know their key children well and talk confidently about where they are in their learning and development. They use the Development matters in the Early Years Foundation Stage guidance to track children's progress and ensure that they are working comfortably within the expected development band for their age. This helps to ensure that any concerns about children's development are quickly recognised. There are good arrangements in place for carrying out the progress check when children are two years of age. Staff engage parents in this process and provide a written summary for parents.

Children have good support to develop their language and communication skills. Staff respond well to the babbles and gestures of babies, repeating individual words and modelling building sentences for children to copy. Children are developing a good vocabulary and initiate conversations with adults and others, confidently sharing experiences, such as family holidays. Staff ask questions to challenge children's thinking, giving them time to process the question before giving an answer. There are good arrangements to support children who speak English as an additional language. As a result, children are developing a good standard of English and are becoming confident communicators. A book library service is in place, to encourage pre-school children and parents to borrow books to read together. Children enjoy looking at picture books and bring them to adults. They confidently ask adults to read stories to them and understand that print carries meaning. Staff provide stimuli and resources for children to create simple maps and plans, extending children's interest in playing with the small-world pirate ship. Children enjoy making marks, such as using chalk on the paving slabs in the garden. Older children recognise their written name and are able to name some initial letters.

Mathematical language is promoted well and children use some number words randomly. Staff count with children and use mathematical language to help children's awareness of number and provide opportunities for children to estimate 'how many'. Older children accurately count objects up to 10. Younger children hear mathematical language in everyday play. Staff count 'one, two, three' as children climb the steps on the small slide and as children post balls into tubes. Children show a good interest in where the balls have gone and laugh as they fall out of the other end of the tube.

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

Children feel safe and secure in their relationships with staff because transitions into the nursery are managed well. An appropriate key person system is in place. This supports and develops relationships with the children and their families and promotes children's well-being. However, when the key person is not available, the arrangements to provide children with an alternative named person are not consistently applied, to ensure that children's already good levels of well-being are consistently maintained. Despite this, all staff are caring and responsive if children are upset and the thoughtfully planned

playrooms create enabling environments for all ages of children. This promotes their independence and helps them to engage in purposeful play.

Children behave well. Consistent boundaries are in place, to help them know what is expected of them. Any unwanted behaviour is managed well, helping children to know why their behaviour is unacceptable. Staff consistently use verbal praise and value children's individual efforts. They are good role models and treat children with positive regard. As a result, children develop confidence and self-esteem. Children benefit from a wide range of play materials to support their learning and development. They are well prepared for the next stage in their learning because transitions within the nursery are good. Children are fully supported by their key person to progress from one room to the next. They are supported well as they get ready for their transition into school.

Children's individual care routines are met well. Staff talk to parents about babies' established routines for feeding and sleeping, and continue these to promote continuity of care. Children are provided with a healthy diet. Parents value that their children are able to experience and enjoy a varied and interesting menu. The nursery displays the weekly menu and provides parents with recipes of what children have eaten so that they can try them at home. Children are encouraged to have regard for their personal hygiene. They wash their hands before eating and develop self-care skills, putting on their own coat to go outdoors and hanging it up when they come in. Established routines are in place that help children learn to keep themselves safe. For example, they are helped to use the climbing equipment in the nursery garden safely.

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

The management and staff are committed to providing good quality care, learning and development for all children. They understand the requirements of the Statutory framework for the Early Years Foundation Stage and implement it well, to ensure that they are meeting their legal duties. The learning and development requirements of the Early Years Foundation Stage are monitored, to assess the quality of teaching and learning. Self-evaluation is used well to inform priorities and to set challenging targets for improvement. An action plan for development is identified by staff in each room and this feeds into the nursery's improvement plan. Targets for improvement are clear and achievable. They are led by a management team that supports and motivates staff to reflect on their practice and the impact it has on children. Good action has been taken to address recommendations set at the last inspection. For example, the outdoor area has been developed extensively, to include a bug hotel, vegetable patch and new sandpits. These provide rich learning opportunities for children in the outdoor environment.

The nursery premises are safe and secure to protect children from intruders. Thorough 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, and know how to report concerns. The recruitment

processes for new staff ensures that those working with children are suitable to do so. A programme of staff supervision and appraisal is in place, ensuring that training needs are identified and met.

Partnerships with others who provide care and learning for the children are good. Children's needs are identified quickly and good links are made with external agencies, to secure the support that children with special educational needs and/or disabilities need to make the best progress they can in their learning and development. Parents are encouraged to be actively involved in, and contribute to, their children's learning and the nursery management. A recently established 'parents partnership' group has been established, to give parents a formal forum, through which they can make their views known and contribute effectively to the management of the nursery. Parents value the care that their children receive and are confident knowing that they can 'leave their children knowing they are safe'. They report that staff are friendly and approachable and that their children enjoy coming to the nursery. A 'baby group' has been established at the nursery that is open to everyone, not just parents of children attending the nursery. This gives parents of young children a 'stay and play' session where they can meet other parents and seek parenting advice from staff.

### **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
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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>	EY272707
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	910699
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	112
<b>Number of children on roll</b>	123
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	14/11/2011
<b>Telephone number</b>	01603 709077

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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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