

Just Learning Nursery

Red Hall Court, Paragon Business Village, WAKEFIELD, West Yorkshire, WF1 2UN

Inspection date	24/06/2013
Previous inspection date	13/01/2009

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

- The successful key person arrangement helps each child to feel valued and enables them to form close bonds with caring staff. Key persons work very closely with parents to ensure children settle well and they have good continuity of care.
- Close attention to children's individual interests ensures skilled staff plan a stimulating, purposeful play and learning environment through a good mix of adult-led and child initiated activities. Consequently, all children make good progress in their learning and development.
- Children's behaviour is good because staff use positive techniques, such as praise and encouragement well. As a result, children understand what is expected of them and they have high levels of confidence.
- Management successfully develop their practice through accurate identification of areas for further development and the implementation of focused improvement plans.

It is not yet outstanding because

- Opportunities to further develop children's growing interest in numbers are not fully promoted in the outdoor learning environment.
- Older children's ability to construct with a purpose using a variety of different resources in the design technology area indoors is mostly reliant on adult support.

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.

Inspection activities

- The inspector observed activities in all playrooms and the outside learning environment.
- The inspector took account of the views of parents spoken to on the day and information in the nursery's parental questionnaires.
- The inspector interacted with children and spoke to staff at appropriate times throughout the day.
- The inspector held a meeting with the manager to discuss the arrangements for safeguarding children and the delivery of the educational programmes.
- The inspector checked evidence of staff suitability and the nursery's self-evaluation.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.

Inspector

Sue Pepper

Full Report

Information about the setting

Just Learning Nursery was registered in 2004 and is on the Early Years Register. It operates from a building on the Paragon Business Park, close to Wakefield City Centre. It is part of a group of nurseries managed by Just Learning Ltd. The nursery serves the surrounding area and is accessible to all children.

Children are accommodated in 10 rooms with access to enclosed outdoor play areas. The nursery employs 25 members of childcare staff all of whom hold an appropriate childcare qualification. Of these, 20 hold appropriate early years qualifications at level 3. The manager has a qualification at level 6.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.15pm. Children attend for a variety of sessions. There are currently 112 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-years-old children. It supports a number of children who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve opportunities for children to see and show an interest in numerals in the outdoor environment
- increase the selection of resources older children can access independently to shape, assemble and join materials together to further develop their own creative construction and design ideas indoors.

Inspection judgements

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

Overall, the depth and breadth of planning to meet children's individual needs for all the areas of learning is good. Children have free access to a wide range of continuously available high-quality displays and resources in most areas. They find out about places outside of their community through the use of large scale maps and specific themes. This interest is extended to the wider world as families share postcards of the different places they have travelled on holiday with their children. Staff have a good awareness of how

young children learn. For example, children are encouraged to take 'Rosie' the bear away with them on holiday. This is so that they can more easily share news of their experiences away from nursery with all their friends.

Babies and children under two years of age have a good range of opportunities for tactile and creative exploration of natural materials. For example, young babies are used to wearing aprons and they delight in confidently making marks on paper and their own bodies using paint. Babies are cared for in a relaxed and stimulating environment. As a result, they often babble contentedly and confidently develop their co-ordination and movement skills. Staff provide babies with good support and encouragement as they actively explore the varied range of interactive play equipment set out for them. Babies delight in paddling their feet in water content in the arms of caring and attentive staff who are very aware of their likes and dislikes.

Children over two years of age confidently use the areas which encourage the development of most aspects of their learning extremely well. They are self-reliant and they enjoy using a wide variety of small world play figures, books and games independently. Staff act as good role models encouraging children to use imaginary play provision and information technology, such as the compact disc players to listen to stories. The enabling environment indoors is rich in real life photographs of children's achievements, colours, shapes, numbers and text. Children freely access sand, water and paint. In the collage area they have free access to glue and use a variety of different techniques creatively to develop their own ideas with adult support. However, children have to ask adults for resources, such as scissors and sticky tape, which can hamper the development of their own spontaneous creative construction and design ideas.

Children have regular access to outdoors where they have good opportunities to develop their physical skills. For example, on the large fixed climbing equipment and provision, such as tyres and are learning to manage risks well. They climb with self-assurance, play co-operatively with the wheeled toys and use real tools when digging to good effect. Children also enjoy a range of worthwhile experiences, such as making marks using water and large paintbrushes. Plans are in place to further enhance the provision in the outdoor play areas because staff recognise some children learn best outside. Children now have access to a well-equipped 'Splash' water station and a mud kitchen. These are super areas where children can use their imaginations to problem solve and learn more about cause and effect. However, there is scope to increase the numerals children see outside to further increase interests in mathematics.

Effective adult questioning enables children to develop their own ideas and children are drawn to adult-led activities which often make learning more fun. Older children confidently write their names on their work. Staff use planned and every day routines naturally to further re-enforce children's self-help, independence and counting skills. For example, children count how many children are at each table so they know how many cups and sets of cutlery they need for each one.

On occasions, planning to ignite children's interest and fire their imaginations is exemplary. For example, the telling of the story, 'Off to a flying Start' using an adult-sized shirt was most effective in making the story come to life for children. Many children are

successfully drawn to this carefully chosen story, which is animatedly and enthusiastically told. Children take turns and become actively involved in the telling of the story themselves through their close observations of the illustrations in the book. They hang the shirt onto a tree pretending it is a washing line and take turns to run around excitedly holding it up so it flaps behind them in the wind. This wonderful activity is brought to a delightful conclusion by children. They place the shirt on their own scarecrow in the vegetable patch in the nursery garden, which effectively copies the ending in the story book.

Observation systems are well-embedded. They are used effectively to assess individual children's interests to further promote their learning. A strong child-centred ethos ensures staff plan well to meet their needs. Staff use the guidance document, Development matters in the early Years Foundation Stage effectively to ensure they identify the next steps in each child's learning. The progress checks at age two are successfully completed so that any child who is working below age related expectations is identified and can be provided with additional support.

Staff work well with the local children's centre to promote consistent messages such as the importance of safety. Close working relationships have been developed with parents to help close any gaps in children's achievements. Staff find out key words of children's home language of those with English as an additional language so that they can use them at the nursery. Consequently, all children make good progress in their learning and development. As a result, children effectively develop the skills they need for the next step in their learning, including those required when they attend school.

Parents are regularly encouraged to share what they know about their child and information is collated in their child's 'All about Me', learning journal. Children's achievements are always valued and well celebrated. Various methods are used to keep parents well informed about their child's progress and good communication actively involves them in their child's learning both in the nursery and at home.

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

Children soon settle at the nursery because they are successfully helped to make the transitions from home into nursery at their own pace. Family photos blocks are kept where young children can handle them and used to help them cope with new surroundings. Strong key person arrangements help children to form close attachments with caring and familiar staff who ensure the number of adults who deal with their personal intimate care are kept to a minimum. Staff sensitively make sure activities continue to interest and stimulate babies. For example, they recognise when babies are becoming tired and may need their special comforter. Attention to feeding further promotes secure emotional attachments and a good sense of well-being for babies, as they are held closely when they are bottle-fed.

Staff have high expectations for children and they are relaxed and friendly in their responses to them. This positive, caring attitude creates a relaxed learning atmosphere. Staff support children's transitions from one room to the next very well. They understand

the importance of preparing children effectively for entering the reception class in school. Staff invite teachers from the school the child will attend to visit the nursery so that they can meet the children in a familiar environment. This helps aids children's transition into school.

Daily diaries keep parents well informed on their babies' personal routine, such as eating, sleeping, toileting and what they have learnt each day in the nursery setting. Parents also use the diaries to share information about what their young children do at home. This method of communication compliments the daily verbal exchanges.

Children are learning to share and take turns well. Staff use helpful clues such as waving their hands in the air when they want children to stop and listen. All staff act as positive role models, consistently explaining why they expect particular behaviours from children, such as listening to instructions so they know what to do. Staff are also beginning to use persona dolls well to encourage children to understand themselves more and develop empathy for others. Children gain awareness of keeping themselves safe. For example, staff remind them about using tools and utensils carefully.

Children enter the nursery keen and eager to learn, they are happy and familiar with the nursery routines. They are actively encouraged to independently manage their own hygiene and personal needs when they are ready to do so. Children can confidently explain why they wash their hands before meals 'to get all the germs off'. They enjoy sociable meal times when their independent self-help skills and good manners are well fostered. Older children actively participate in pouring drinks and they often serve their own cold foods. Children enjoy home cooked nutritionally balanced meals and regular healthy snacks. They are developing their understanding of foods which are good for them because they grow a range of vegetables in the nursery garden, which they enjoy tasting. Children also have regular opportunities to enjoy home-baking sessions. They are developing a good understanding of healthy lifestyles and have access to a weekly 'Mini Movers' dance sessions, which further increases their opportunities to enjoy physical exercise.

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

The settled staff team and new owners have developed strong working relationships and they are constantly considering ways they can improve what they do. A strong commitment is in place to ensure they offer good quality care and learning experiences for young children and that they meet the requirements of the Statutory framework for the Early Years Foundation Stage. A good overview of the curriculum is in place through effective methods of monitoring children's progress towards the early learning goals. Focused improvement plans have promoted rapid development in some areas, such as the way the 'voice of the child' is now heard. This suggests the capacity to improve is good.

Staff are hard-working and committed to continual improvement. Staff supervision and appraisal systems are well-embedded and they have good opportunities to undertake further training to promote their continuous professional development. The manager

conducts observations to ensure the quality of teaching is consistently good and that staff assess children's needs and progress appropriately. The nursery's self-evaluation is aspirational and clearly identifies strengths and areas where there is scope for further improvement. Staff recognise the outdoor play areas are not as well-resourced as indoors and they have already begun to make some positive changes.

The inspection took place following the notification of an accident to a child who jumped up and fell onto an overturned toy. The inspection found that the staff were fully aware of their responsibilities and took all the necessary steps for appropriate treatment, informing parents and the relevant authorities. The manager carried out a full review of how the accident happened to consider if anything could have been done to prevent it. High regard is paid to the safety and the safeguarding of children. All staff understand their roles and responsibility to protect children and they have undergone child protection training. Robust procedures are in place for ensuring staff are appropriately vetted and are suitable to work with children. Good adult to child ratios are maintained and staff are well deployed, ensuring children are well supported in their play and learning. Daily risk assessments are conducted in all areas of the nursery to minimise risks to children. The premises are safe and secure. Most members of staff have undergone first aid training and they are confident to deal with any issues that arise. A cook is employed to prepare food for children and the nursery has achieved a food hygiene certificate at a level 5. Any accidents or incidents are recorded and appropriately dealt with.

Staff understand the benefit and importance of good partnership working so that children's individual needs are well met. They are keen to continue to develop the strong relationships they have with some local schools. Staff have forged close partnerships with the local children's centre and they engage the support of external agencies when required. Parents' comments received during the inspection or observed in questionnaires, are very positive. Parents appreciate the friendly nursery staff and the stimulating, well-resourced provision and they regularly attend the nursery open evenings and days.

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	EY292282
Local authority	Wakefield
Inspection number	923193
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	112
Number of children on roll	112
Name of provider	Just Learning Ltd
Date of previous inspection	13/01/2009
Telephone number	01924 375505

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Type of provision

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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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