

Just Learning Nursery

Silver Fox Way, Cobalt Business Park, NEWCASTLE UPON TYNE, Tyne and Wear, NE27 0QJ

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|--------------------------|------------|
| Inspection date | 24/07/2013 |
| Previous inspection date | 27/01/2011 |

| 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 | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Staff are highly effective in their care for babies and children and in the way they promote their confidence and purposeful learning. Staff create a vibrant, rewarding atmosphere and interact really well with them. As a result, children settle quickly, they are keen to join in, and eagerly develop the skills and attitudes required for the next stage in their learning.
- Children thoroughly enjoy spending time in the extremely well-resourced garden. Staff bring all areas of learning outdoors to support those children who learn more effectively outside. This leads to all children making rapid progress in their learning.
- Key persons are highly skilled and sensitive and help children to form secure attachments and to feel very secure within the nursery. They have an excellent knowledge and understanding of the children they care for and expertly support them in their next steps of learning.
- Partnerships with parents and carers are exemplary. The information they provide about their children contributes significantly to the staff's success in accurately planning for and meeting each child's needs. Parents are fully informed about the educational programme and are actively involved in supporting their children's learning at home and in the nursery.
- Excellent support for staff and rigorous monitoring ensure that all aspects of the nursery are carefully scrutinised and maintained to a very high standard. Parents' and children's views are highly valued. They help to shape the organisation and management of activities, resources, routines and information sharing.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account of the views of parents spoken to during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Janet Fairhurst

Full Report

Information about the setting

Just Learning Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is one of a national chain of nurseries and operates from a purpose built premises situated in the Cobalt Business Park, North Tyneside. Children have access to several outdoor play areas.

The nursery is open Monday to Friday from 7.30am until 6.15pm, all year round. There are currently 188 children on roll, all of who are in the early years age group. The nursery employs 36 members of child care staff. Of these, 26 hold appropriate early years qualifications at level 2 and level 3. The remaining staff hold level 4 qualifications and above with one member holding Early Years Professional Status. The setting supports children with special educational needs and/or disabilities and children who have 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 the already very good opportunities for babies to develop their walking skills even further by; providing even more additional low-level equipment to enable them to cruise and pull themselves up to a standing position.

Inspection judgements

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

Children are enthusiastic, inquisitive learners who play a dynamic role in the nursery. Even from a young age, children follow their interests, make choices and confidently explore the environment. Staff are accomplished at knowing when and how to interact with children, offering support and excellent questioning to develop children's knowledge and understanding. Assessment, through high quality observations, is rigorous. Staff use the information to analyse children's learning and provide next steps in their development, in partnership with information obtained from parents. High regard is given to supporting children to learn in different environments, for example, promoting their free choice and independent access between indoor or outdoor provision. This extends and enhances children's learning and responds to children's individual learning styles. As a result, children make excellent progress. Information is shared very well with parents so that they can be involved and continue children's learning at home. This means each child's learning is individualised and their future learning targets taken regularly into account.

Early communication skills are extremely well-supported throughout the nursery through

high quality adult and child interactions. In the baby room staff tune into babies' responses when pointing to parts of the body and face and value babies' attempts by repeating the correct words back to them. Staff working with toddlers listen intently to what the children have to say and give them time to respond to questions. This positively supports young children in developing their language skills. Older children are extremely enthusiastic communicators and confidently express their wishes and views, which staff respond to promptly and effectively.

Children's literacy skills are also excellently promoted. The environment is rich in language with displays that exhibit children's work. Supported well by staff, older children learn that print carries meaning. A superb example of this was observed when a child asked what was for lunch and was then helped to read the lunch menu. Most of the older children can recognise their names and write them with varying degrees of efficiency. Their early writing skills are enhanced further due to the numerous opportunities for mark making in everyday activities. For example, outside they use buckets of water and brushes; they make patterns in the sand and create their own badges, which are proudly given out to visitors. The environment is rich in numbers and children can be heard to spontaneously count items for fun as part of their free play. Older children count competently and are beginning to recognise familiar numbers, such as those that represent their age. They recognise numerals and understand number value. For example, they check their pedometers and can work out who has taken the most steps by the larger number displayed. Children are involved in a rich and wide range of activities where they can explore, investigate and learn by first-hand experiences. For example, before toddlers use paint to create their bubble prints, staff help them to practise the skill of blowing by using milk.

The outdoor area is exceptionally well used to provide a stimulating resource through which all areas of learning are covered. Staff plan imaginative active physical experiences for children, which takes account of the stages of development. For example, in the garden older toddlers go on a bear hunt. Staff help the children to remember the actions of the story and think about the different ways of moving as they search for the bear. Children experiment with pouring water into the top of the guttering pipes, following it as it flows along and giggling as it moves the plastic ducks. In the camping area children beam with delight as they experiment, mixing sand, water, and soil together. Staff intuitively know to stand back and allow children's limitless exploration, so that they reach their full potential. Children's knowledge and understanding of the world blossoms, for example, by investigating the life cycle of the caterpillar, making bird cake and planting vegetables in the allotment. Older children develop excellent physical skills as staff successfully engage them in activities to help them to learn the importance of physical exercise. For example, children dig, climb, balance, grow plants, navigate raised grassed mounds and become absorbed in different aspects of imaginary play. Staff have been proactive in introducing innovative ideas to engage children further in physical activity. For example, older children had tremendous fun following the tasks set by a physical fitness instructor from the armed forces. Babies who are not fully mobile crawl, roll and shuffle to get from one place to another. Staff support them well by holding their hands as they make tentative steps. However, there is further scope to extend this excellent support by offering additional low-level equipment so they have even more opportunities to pull themselves up and cruise around independently. Children with special educational needs

and/or disabilities flourish because staff work very closely with parents and professionals involved, and provide activities and experiences that matches their needs exceptionally well. Staff are very sensitive to the needs of those children with English as an additional language. They work closely with their parents to establish key words to use, which is essential for their language development.

The systems to engage parents in their children's learning at the nursery and in consolidating their child's learning at home are outstanding. They are actively encouraged to record their own observations of their child's achievements at home. Planning is displayed so parents are kept very well-informed about the activities their children have taken part in. Staff continually exchange a wealth of information with parents concerning their child's progress. Parents meet regularly with key staff to discuss and comment on summary reports of their child's progress. This includes the required 'progress check at age two'.

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

Staff provide highly successful settling-in procedures and this results in children showing an extremely strong sense of security. A well-established and extremely effective key person system is in place within the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person has a true understanding of the role and this translates extremely well into their practice. They demonstrate this through their detailed knowledge of each child, which ensures the children's needs are met exceedingly well. Through daily care routines of nappy changing, bed times, mealtimes and play times, each key person builds a special relationship with the children, ensuring that they feel totally secure, valued and confident. Staff highly value the information shared by parents and understand this is crucial in helping them to get to know each child and their family in great detail. Comprehensive 'All about me' records outline each child's routines, preferences, dislikes, interests and previous experiences. This provides a superb starting point for each child's learning journey.

The nursery provides an excellent, highly inspiring environment where children can play and learn both indoors and outside. Careful consideration has been paid to all the rooms, especially the baby room. Here the staff use research regarding the impact of colour on children's moods and provide shades of lilac, as this has been found to have a relaxing and calming effect for children. Resources are plentiful and stored at low-level to enable children to select and, therefore, become independent and active learners. Children confidently make their own decisions about whether to play inside or outside. They are encouraged to take on roles of responsibility, such as helping to set the meal table. This positively raises children's self-esteem and decision making skills.

Children's behaviour is exemplary. Staff are skilled in dealing with inappropriate behaviour and are adept at finding and implementing solutions to ensure that positive behaviour is supported and encouraged. Children learn how to share and take turns and older children often help their peers to complete tasks within their play. For example, when a child was

unable to work her pedometer, other children were eager to show her. This provides them with the social skills they will need for future learning. Children are sensitively supported by their key member of staff and parents when the time comes for them to move to a new room within the nursery.

Children's health and well-being are given high priority. There is a stringent and robustly applied medication and accident policy. All staff undertake first aid training, which ensures that all accidents are dealt with appropriately. As well as all the hygiene benefits offered to the older children, the babies are further protected by the rigorously enforced 'no outdoor shoes' policy. This enables crawling babies to play safely on the floor and for the floor coverings not to get contaminated with dirt from outside. Staff encourage children to develop an understanding of the importance of leading a healthy lifestyle. Children enjoy very nutritious, healthy snacks and meals cooked by the nursery chef. Staff sit with the children at mealtimes are very alert to the potential excellent learning opportunities during these times. They spend time talking with the children talking about food and help them to develop social skills and master the use of cutlery. Children take part in planting and growing activities, cooking and baking. This helps them understand about the food cycle and broadens their experiences regarding different types of food and how it is prepared before they eat it.

Children are physically active and have tremendous fun in the outdoor areas all year round. Children learn about keeping safe when it is hot, because staff remind them to wear sun hats and sun cream. Staff also continuously check reports on the ultra violet rays so they can be assured of children's safety outdoors. Children have access to drinks at all times as jugs of water and cups are used as a visible reminder to them to have a drink, this also successfully promotes their independence.

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

Children are expertly protected from harm. The manager and all staff demonstrate secure and extensive knowledge of their responsibilities with regards to child protection and the procedures to follow if they have concerns. Effective staff recruitment systems are in place to ensure that all staff has been thoroughly vetted. Stringent induction procedures are carried out to help and support new staff and students. Ongoing staff supervision and appraisals ensure each member of staff continues to increase their professional development to enhance their excellent practice. Records, policies and procedures are exceptionally well-maintained. Action taken to minimise risks is high, which means outdoor and indoor spaces are suitable and exceptionally safe. The daily risk assessments and steps to safeguard children are strong, for example, staff are vigilant and complete safety checklists for each room. Highly efficient staff deployment ensures that the children receive help, total support and very good guidance when it is needed. The performance of all staff is closely monitored and their ongoing professional development is actively promoted through many training opportunities. This ultimately enhances the excellent quality of teaching and learning.

The nursery has superb links with parents. Outstanding induction and settling-in arrangements, newsletters, informal and formal meetings and the sharing of children's records of achievements mean useful information flows. Parents and carers receive high quality information about the provision and are well-informed about their child's progress. Parents are actively involved in their children's learning. They complete details of their children's learning at home and this is included in the children's profiles. There are also extremely informative noticeboards to share additional information throughout the term. Parent's complete regular questionnaires and this information is used to adapt practice to best suit the children attending. The information exchange is excellent. Daily diaries are routinely filled out by both parents and staff. This provides an extremely effective way of sharing information and the children's care is enhanced by this arrangement. Both key person and parents have a comprehensive record of incidents and experiences the child has been involved in. Parents only have positive things to say about the nursery. They enthuse greatly about how they value the high quality of the staff team, the vast expanse of activities their children participate in and the care and sensitivity in caring for those with additional needs. They feel totally included in the decisions made and enjoy having free access to their child's development records. Effective partnership has been established with other professionals. This is also maintained with other settings children attend or finally transfer to as teachers are invited in to meet the children and valuable information is shared.

The staff team are exceptionally well-focused to seek improvements to continue to successfully maintain the outstanding provision they provide. Through their rigorous cycle of monitoring and evaluation they successfully maintain the extremely high quality care and education provided for children and their families, leading to outstanding practice overall. Effective systems are in place to ensure parents, carers, children and staff are fully involved in the self-evaluation process. As a result, actions are well-targeted and have a highly beneficial impact on outcomes for children.

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

| | |
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| Unique reference number | EY254577 |
| Local authority | North Tyneside |
| Inspection number | 926907 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 110 |
| Number of children on roll | 188 |
| Name of provider | Just Learning Ltd |
| Date of previous inspection | 27/01/2011 |
| Telephone number | 0191 257 8842 |

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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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