

# Just Learning Nursery

Whipps Cross Hospital, Whipps Cross Road, LONDON, E11 1NR

<b>Inspection date</b>	29/07/2013
Previous inspection date	25/05/2010

<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

- Staff make full use of assessments, children's interests and observations in planning a varied range of purposeful activities to promote children's learning and development.
- Staff highly value parents as partners in their children's care and learning.
- Children's investigative skills are encouraged. They learn about living things and begin to use tools in their exploration of materials and properties.
- Staff provide babies with many opportunities to explore with their senses as they handle a wide range of tactile equipment.
- Children's mathematical skills in the pre-school room are well developed as they learn to compare, match, order and count using every day objects.

### It is not yet outstanding because

- The procedures for hygiene in the baby room, in relation to the use of suitable footwear, are not always consistent.
- Some of the books in the pre-school room are in poor condition as staff do not help older children to learn to look after them.

## 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 interviewed the manager.
- The inspector observed the staff interacting with children and children interacting with staff and their friends.  
The inspector sampled a range of documentation, including the register of
- attendance, safeguarding policy, staff records and the record of the risk assessment, accident and incident records.
- The inspector conducted a joint observation with the manager.

## Inspector

Jennifer Liverpool

## Full Report

### Information about the setting

Just Learning Nursery registered in 1998. It operates from purpose-built premises situated in the grounds of Whipps Cross University Hospital in Leytonstone in the London Borough of Waltham Forest. Access to the building is at ground level directly from the footpath. Children have the use of 10 play rooms and share access to a secure outdoor play area. The nursery is open each weekday day from 6:45am until 7:00pm for 52 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 156 children on roll, all of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities. The nursery employs 32 staff to work with the children. The majority of staff, including the manager, hold relevant early years qualifications in childcare. The manager and a member of staff hold a BA Honours degree in early years and childcare and both are qualified to Early Years Practitioners Status. The deputy holds a foundation degree in childcare and other staff members, with the exception of two, hold NVQ level 2, 3 and 4.

### What the setting needs to do to improve further

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

- consistently promote good hygiene in the baby room, particularly in relation to the use of suitable footwear
  
- help children to learn to be responsible, particularly in looking after their books.

### Inspection judgements

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

Children enjoy their time at the setting and are motivated to learn. They make good progress in their learning and development because staff are secure in their understanding of how children learn and develop. Staff make effective use of the information they obtain from parents about their children's development at the start of the placement. This helps staff to start planning activities to build on what children already know and can do. Staff consistently carry out observations and assessments to identify children's achievement and plan for the next stage in each child's learning and development. They use feedback from parents' home observations to help plan for children's future development. Staff also use continuous improvement monitoring sheets to ensure that children are always provided

with suitable resources to support their learning. Children with special educational needs and/or disabilities receive good support from staff and outside agencies, enabling them to steadily achieve and make realistic progress.

Children's knowledge and understanding of the world is encouraged as staff provide them with many opportunities to examine and investigate properties and natural materials. For example, children use tools, such as a microscope, to look at the patterns on leaves. Children show interest in how cameras and microphones work. They also learn about living things as they observe chicks hatching from eggs and taking their first steps. Staff encourage children to find out about items that float and sink on water and how paper boats move in the water tray. They encourage babies to explore and discover textures and shapes using their senses of observation, touch and smell. For example, babies handle brushes, wooden objects, metal utensils and scented materials. They also play with bubble water and tap their hands on the bubbles floating in the water. Children explore sound and rhythm as they examine a range of musical instruments indoors and outdoors. Babies become interested in sounds when they play with activity sets. Young children enjoy participating in small group music sessions and they join in with familiar songs and rhymes.

Children are confident speakers. They talk to each other in small groups, contribute to daily discussions during circle time and talk to adults, for example about why drinking water is important. Children enjoy listening to familiar stories and predict what happens next. However, a number of books in the pre-school room are well-worn with torn or missing pages. This is because staff do not regularly check the books to make sure that they are in good repair and do not help children to learn to look after their books. Staff provide children with numbers, both indoors and outdoors, to reinforce their recognition and understanding of numbers. Children count the numbers of children on their table and give out the correct numbers of spoons. This shows that children are developing problem solving skills. Children are able to sort and classify objects into number groups and colours. Children know the numbers that are special to them as they say that they are three year or four years old. Overall, they are developing good key skills in readiness for school.

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

Staff work closely with parents to help ensure that the settling arrangements are tailored to the individual needs of the children. This includes inviting parents to spend some time in the setting with their child so that the parent and child get to know the staff, other children and daily routine. Children's secure emotional attachments are beginning to form as key persons comfort new children and give them reassurance by staying close to their side. Children develop a good relationship with staff and other children in the setting. For example, they readily approach staff when they need assistance. Older children play well together, taking turns during games and when using outdoor mobile equipment. Staff support younger children to learn to develop important social skills, such as sharing. Overall, children's behaviour is good.

Children demonstrate a secure sense of belonging as they confidently take on responsibilities, such as, helping to tidy up and put toys away before snacks, laying out the table for lunch and helping to serve their friends. Children show confidence in their surroundings and are developing positive self esteem as staff praise and value their efforts and achievements.

Children's health is appropriately maintained; for example children who are infectious do not attend thus preventing the spread of contagious illness. Staff monitor younger children's hand washing routines so that they learn the importance of good personal hygiene. Older children automatically wash their hands after visiting the toilet and they know to wash their hands before meals. Staff follow appropriate daily cleaning routines to reduce the risk of the spread of cross infection to children. For example, staff wear protective clothing when changing children's nappies, they wipe down table top surfaces before use, label children's drinking bottles and regularly wash children's linen. Staff in the baby room wear indoor shoes to reduce the risk of passing on germs to babies who are at the crawling stage of development. However, staff do not always remind parents or visitors about the possible spread of germs from footwear when coming from outdoors into the baby room to further minimise the risk of germs to babies.

Babies receive regular drinks to help ensure that they do not get thirsty. Children independently help themselves to drinking water throughout the day. This encourages children to think about their personal needs. Some children talk about why they need to drink water and say that they will get 'dehydrated' if they do not drink water regularly. Children enjoy varied, balanced and nutritious foods, such as Mediterranean vegetable lasagne and spinach pasta. They also receive fresh and dried fruits for morning and afternoon snacks. This helps children develop good eating habits. Children have good opportunities to engage in daily physical activities outdoor. They show confidence as they climb a range of climbing apparatus and balance along beams. Children demonstrate increasing control and coordination as they ride tricycles and push buggies around each other and other equipment. Staff encourage babies to reach out for toys, which develops their crawling skills. More able babies use furniture to pull themselves up to a standing position. Children learn to keep themselves and others safe as they negotiate the use of space and manoeuvre buggies and tricycles to avoid making contact with their friends.

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

Children's welfare is promoted because staff have a good knowledge of child protection issues, which include the procedures to follow if they have any concerns about a child being at risk of harm. The premises are safe and secure for the children as access by all visitors is controlled by staff and robust risk assessments for indoors and outdoors minimise potential hazards. Staff's recording of pre-existing injuries, the injuries that children sustain in the setting and when medication is administered to children help to ensure that children are safeguarded in the setting. There are effective recruitment procedures in place so that suitable persons are employed to work with children. The deployment of staff is good. This is because the manager checks the adult to child staff

ratios at the beginning of each day to ensure that there sufficient staff on duty to work with children. Additionally, there are suitable contingency arrangements in place to cover for staff absences, including the availability of a buddy key person to care for identified groups of children when their key person is on planned leave. This helps to ensure that children always have appropriate care and supervision throughout the day.

The manager and the management team place strong emphasis on the effectiveness of the curriculum and the impact this has on the children's development and learning needs across the provision. In response to a recommendation set at the last inspection, the management ensure that all staff, including the cover staff, fully understand and implement the planning system so that all children continue to learn and develop across the curriculum. Staff performance is assessed through room observations, supervision meetings and annual appraisals. The management actively encourages staff to attend ongoing training courses to enhance their knowledge and skills which, in turn, contribute to all children making good progress. The management team evaluate practice constantly to help ensure continual improvement in the outcomes for children.

Exceptional relationships are established between staff and parents. For example, the parents are warmly welcomed into the setting and are encouraged to share their knowledge and views about their child's development and routine care. The staff in the baby room complete a daily record for parents giving information about babies' feeds, sleep and nappy changes. Staff working with older children hold regular informal discussions with their parents at the beginning or end of the day. This enables children to receive consistent care, thus ensuring that their individual needs are met. Staff and parents meet at regular intervals to discuss their children's progress and staff highly value parents input as they use information from parents' home observations to plan for children's future activities. Consequently children's learning needs are well promoted. Parents are invited to meetings where they can exchange information and share their views about the quality of care and education their children receive. This gives parents the opportunity to become firmly involved in the provision of care and learning for their children. The setting has effective partnerships with external agencies that help to secure appropriate interventions for children to receive the support they need. The staff also work well with local schools to help prepare older children with their move to schools.

### **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

<b>Unique reference number</b>	155098
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	903377
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	156
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	25/05/2010
<b>Telephone number</b>	0208 988 0818

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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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