

Just Learning Nursery

Enstone Court, WELLINGBOROUGH, Northamptonshire, NN8 2DR

Inspection date	29/07/2013
Previous inspection date	15/12/2009

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		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

- The incredible environment in the nursery promotes children's sense of well-being and superb resources enthuse them to learn and make excellent progress towards the early learning goals.
- The dedication of practitioners and the highly impressive teaching children receive, ensures they become skilled communicators, develop positive relationships and become physically competent, highly active learners.
- Children benefit from a number of carefully targeted initiatives designed to promote their early literacy and they have superb fun as they take part in innovative activities, which prompt them to use sounds and link them to words.
- Children are superbly supported to develop the knowledge, skills and understanding that help them make sense of the world around them. They become familiar with their local area and begin to understand the work of those who help through visitors that come into the nursery.
- The inspirational manager of the nursery motivates practitioners and together they provide children with a dynamic, stimulating and memorable early years experience.
- Parents are considered equal partners in their children's learning and their views are deemed important. Many initiatives are offered to ensure they are included in their child's nursery experience, which offers children consistency between the home and setting learning environments.

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 each of the base rooms and outdoor areas, including a joint observation with the manager of a communication and language based activity in the pre-school room.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the nursery's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day, as well as information included in the nursery's parent survey.

Inspector

Deborah Hunt

Full Report

Information about the setting

Just Learning Nursery was registered in 1999 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated within purpose-built premises in Wellingborough, Northamptonshire. The nursery is privately owned by Just Learning (Busy Bees) and is one of 213 nurseries owned by the company. Children attend from Wellingborough and the surrounding villages. The nursery is accessible to all children and there are enclosed outdoor play areas. The nursery has some fish in a tank as pets. The nursery employs 22 members of childcare staff, 20 of whom hold an appropriate qualification at level 3. Two members of staff have a BA (Honours) degree in Early Childhood Studies.

The nursery is open Monday to Friday of each week from 7.30am until 6.30pm, everyday for 52 weeks of the year, except bank holidays. Children attend for a variety of sessions. There are currently 90 children attending, who 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.

The nursery is a member of the National Day Nurseries Association. They receive 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:

- further improve the already excellent range of activities and experiences children are offered in the outdoor environment to further their understanding of risk and challenge.

Inspection judgements

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

Children enjoy an extremely memorable early years experience at this superb nursery, where the stunning environment and highly skilled teaching ensures they make excellent progress. Practitioners base stimulating activities around the unique qualities of each child attending and value and respect children as individuals. This is evident in practice seen throughout the nursery. Comprehensive information is gathered from parents as children begin attending the nursery. This ensures that children make excellent progress in their learning and development from their early days in the nursery. New parents are given a

'Bee welcome' booklet, which contains a detailed questionnaire for them to fill out three months after their child joins the nursery. They meet with their child's key person and the nursery manager monthly during this period to discuss any initial settling issues. Additionally, during children's first week, practitioners carefully observe children to assess their preferred style of learning and ensure they pay close attention to helping them settle. At the end of the week, they let parents know their findings and together they discuss plans for their ongoing learning.

Children make excellent progress in their learning and development due to the fantastic support and interaction they enjoy with all practitioners. Planning for children's continued learning and assessment of their progress is extremely thorough. All children have a 'my current interests and achievements' form, which ensures that practitioners target activities and resources to meet their individual interests. Children aged less than three years also have an 'our together times' sheet. From this, their key person plans an activity each week to ensure that children's progress covers all areas of learning. Older children's next steps are fed into the 'active learning' sheet, which each key group has. On this sheet, particular targets are set for individual children each day of the week. The attention paid to planning results in a careful balance of child-initiated and adult-led activities. These are adapted across the nursery according to children's age and stage of development. Thorough assessment and tracking of children's development means that next steps in their learning are very precise and as a result, they make exceptional progress.

Practitioners skilfully engage with children in their play as they demonstrate that they recognise the value of their timely interaction. For example, pre-school children have fun searching for bugs and insects in their garden. They are delighted when they find a butterfly, which practitioners help them catch in their butterfly net. Careful examination of the pattern on its wings leads children to explore other butterfly patterns in books they are given. This activity is sensitively extended by a practitioner, who helps a child manage difficult feelings by taking them outside to gently let the butterfly go. She provides reassurance that they can look for another one after they have had dinner and the child joins others happily to eat. In the toddler room, practitioners skilfully extend children's interest in a book they have been reading by providing 'buckets of dinosaurs'. They chat easily to children as they recall parts of the story and children repeat words they are becoming familiar with. Babies receive sensitive, nurturing care as they explore stimulating activities in the calm, open and welcoming environment. They investigate the texture of the fluorescent paint with their fingers, creating patterns on the paper and concentrate as they catch 'fish' on magnetic rods in orange water. Practitioners thoughtfully embrace children's thoughts, ideas and interests. For example, pre-school children enjoy the garage role play area as they park their cosy coupe cars next to the car registration plate. They discuss what repairs they need as they consult the pricelist and pay for the 'work' when it has been done. They 'read' real car leaflets and record the cars children have booked in. Children going to school enjoy using the classroom role play area as they call the register and mark who is present and who is away. They choose their own laminated name card and browse through booklets that show their new school and teachers. They enjoy looking at which school their friends are going to on the display board. Children throughout the nursery enjoy their part in a special cookery activity a member of staff takes part in, to create a new soup for the company. They wash, chop and sort vegetables and act as 'official taste testers' before the newly created recipe is sent in.

Children's communication and language is superbly promoted through the use of 'Every Child A Talker' strategies, Bookstart and the 'chatterboxes' children create. This particular initiative has been especially well received by both children and their parents. A letter was sent home explaining the concept and how to make a 'chatterbox' with the child and suggestions were offered regarding decoration and content. This has resulted in the production of a vibrant display of completed boxes in the nursery reception area. Children decorate their boxes with brightly coloured pens, paints, decorative papers, stickers, beads, photographs, glitter and in many other interesting ways. They fill them with items that are dear to them, or of particular significance or interest. They then talk about the contents at circle time or when in their key groups and can fetch and use them spontaneously. Additionally, the nursery has introduced the use of mathematics and literacy cards in the pre-school room to help children's progress with phonics and numeracy skills. These cards suggest activities practitioners can offer to extend and promote children's understanding in these areas. Children's physical skills develop exceptionally well through use of the interesting and varied outdoor learning opportunities they are offered. Children plant and grow flowers, vegetables and herbs and take their indoor activities outside. Pre-school children sit safely under a canopy, enthralled, as they watch the lightning and count to see when the thunder will follow. Throughout the nursery, children take part in the Busy Bees 'Wake and Shake' activity. Through songs and actions, they explore different movements and become alert and ready to learn. Activities, such as these ensure children develop the skills they need for the next stage in their learning, including school.

Children's learning journals provide a comprehensive account of children's time in the nursery. These are regularly shared with parents to ensure they are kept informed about their child's progress. Parents are given slips, which tell them about activities children are taking part in, so that they can support their learning at home. For example, children dress as characters in different books for 'World Book Day' and parents share information about their child's home languages. This enables the nursery to accommodate other languages spoken by children attending within the educational programmes. For example, by providing number lines and colours in each child's language and singing songs in other languages. In this way, children feel valued and included and learn to be tolerant and accepting of each other's differences. The nursery seeks to allay the anxiety parents feel when their children are very young through the provision of the 'My Baby Diary'. This is used to relay information about children's care, achievements and progress up to the age of two years.

The nursery is exceptionally well resourced and organised. Children, therefore, develop as independent, confident and curious learners. All children move freely between the indoor and outdoor learning environments and select and use a superb variety of resources to support their play. For example, younger children fill a bucket with water as they take a brush and explore the effect of 'painting' vertical stripes onto the blackboard. They use paper and crayons to create a rubbing of the bricks on the outside wall of the nursery and are amazed at the pattern that forms. Parachute games provide these children with excellent opportunities to be active as they help waft the chute up and down, exclaiming as the balls bounce around on the material. They giggle uncontrollably as practitioners allow the parachute to gently float down on top of them and they 'hide' in the folds of the

material. They sing and count during this activity and jump and hop with excitement as the practitioners vary the actions and resources they use with it. Babies are relaxed and contented in their environment, as they explore, at their own pace, the many stunning activities on offer. For example, a baby presses buttons and pulls levers on an interactive toy and expresses surprise and delight when it plays a familiar nursery rhyme to them.

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

The carefully considered key person arrangements offer children exceptional security and consistency throughout their time at the nursery. A buddy system is in place to ensure that children build warm, trusting relationships with more than one practitioner. This enables them to relax and enjoy their learning secure in the knowledge that they are cared for by people they know very well. The deep appreciation practitioners develop of children's backgrounds, strengths and interests enables them to offer children well targeted support, which promotes their well-being to an excellent standard. For example, mobile babies seek out their key person and snuggle up to them as they look at and touch the different textures in a tactile book. Older children enjoy small group time as they become engrossed in dinosaur jigsaws. Children begin to develop their understanding of how to assess risks posed by physical challenge in the outdoor area.

Throughout the nursery, children display high levels of confidence and self-esteem as they confidently approach practitioners and build positive relationships with their peers. For example, children work cooperatively together as they create a dinosaur terrain in a large plastic tray, using herbs and branches they have picked from their garden and add wood, sand and peat. They form close and lasting relationships as many children grow through the nursery together and move onto the same schools. Children greet one another joyfully as they arrive and call goodbye to their friends as they go home. Spontaneous hugs and cuddles between young friends demonstrate the highly positive relationships that develop. Practitioners are excellent role models, displaying motivation, enthusiasm, care and concern for children and one another. Good manners are routinely promoted and children behave exceptionally well for the majority of their time. Odd incidences of unwanted behaviour are superbly well managed ensuring the child's self-esteem remains intact. Children's work and achievements are on show throughout the nursery, celebrating their work and valuing their efforts. This ensures they develop a sense of belonging and feel part of the nursery community. Practitioners provide children with nurturing and caring support, which ensures they are relaxed and happy and able to readily engage in the many stimulating experiences they are offered. Children's individuality is celebrated and cherished and practitioners work exceptionally hard to meet their needs. Praise and positive affirmation are offered to children throughout their nursery day, which encourages their confidence and self-esteem. For example, practitioners tell babies they are 'very clever' and gently clap to show them how well they have done as they make animal sounds while reading a book. Children respond very positively to the enabling ethos and atmosphere within the nursery. They demonstrate how familiar they are with the nursery rules as they use 'kind hands', 'listening ears' and 'walking feet' inside the nursery.

The superb relationships, which have been developed with local schools, provide children with the support they need to make a successful and smooth transition to their formal education. Teachers are invited to come and see children in the nursery. Close liaison with key persons ensures that important information is shared and summary reports are also provided. The local authority allows the nursery to use their own version of transition documents. This working partnership is carried out in collaboration with parents to ensure children receive a superbly consistent experience.

Children's understanding of the importance of a healthy lifestyle is supported in many different ways. They enjoy cookery activities that support their understanding of the value of different food groups in helping them to grow healthy and strong. The vegetables they grow are harvested and eaten, which provides opportunities for discussion about their nutritional values. Visits to the nursery by a dentist encourage children to think about dental health and parents receive useful information. Meals and snacks provided are healthy and offer children a balanced diet. The company, who own the nursery, employ a child nutritionist, who works closely with the qualified nursery chef to devise nursery menus. They have also worked with a nationally renowned chef to develop simple, healthy menus for use in their nurseries. Children with specific dietary requirements or allergies are exceptionally well protected. Their food is delivered by the nursery chef to the practitioner designated to be with them during mealtimes. This practitioner wears a red apron so that everyone is clear that the child has specific food requirements. The nursery is the only nursery nationally to receive the meat industry's bronze award for the quality and standard of the meat they use. These extensive initiatives provide parents with additional reassurance that their children's welfare and well-being is given the highest priority.

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

Leadership and management of the nursery are inspirational. The nursery manager has worked exceptionally hard since she arrived two years ago to ensure the nursery has made superb progress since the last inspection. This is particularly noteworthy, as during this time the nursery has been taken over by a new company. Practitioners spoken to state that the manager has made an impressive difference to practice and their motivation since her arrival. The standard of practice within the nursery is very high and all children receive an exceptional nursery experience. Through extensive training, strong leadership and the high standard demanded by the company, practitioners demonstrate an excellent understanding of their individual roles and responsibilities. The learning and development requirements of the Early Years Foundation Stage are implemented highly effectively and as a result, children make exceptionally good progress towards the early learning goals. Very thorough self-evaluation and reflective practice highlight the nursery's significant strengths and any areas for development. A dynamic improvement plan ensures the care and education provided is continually enhanced. There is an impressively comprehensive system for monitoring practice, including quality audits and regular observations of practice by the manager. Regular team meetings ensure that training is disseminated and good practice shared. These also offer practitioners a forum within which they can reflect

on the needs of individual children and the nursery as a whole. Exit interviews are carried out for practitioners who leave the nursery and also when children leave. Any information gathered in this way is used to inform improvement planning.

Robust strategies are in place to safeguard children and the added value of the parent company means there is additional support at head office if there are any concerns. Partnership working with external agencies and families are strong and ensure that children receive timely support and are very well protected. All practitioners are trained and have an excellent understanding of local safeguarding procedures. Safeguarding is a standing item on team meeting agendas and scenarios are discussed or topics which the manager is aware need a deeper understanding. For example, recently, some practitioners were not clear about the role of the designated person, so this was discussed at a team meeting. This subject is also always addressed during supervision meetings. The comprehensive recruitment and vetting procedures are designed to ensure that only those suitable to work with young children are employed at the nursery. Separate induction procedures are in place for practitioners and students. Both provide individuals with a clear understanding of their roles, responsibilities and the expectations placed upon them while working within the nursery. Risk assessment procedures are professionally considered. Balanced risk assessments ensure that the nursery is able to consider the benefit of an activity or resource against the risk involved. Children, therefore, play and learn in an exceptionally safe and secure environment and thoughtful practitioner deployment further ensures their well-being. Accidents and incident recording protects children as details are carefully assessed. Monitoring of both is carried out regularly to see if there are any changes that need to be made to the environment or resources.

Partnership working with other professionals and agencies is exceptionally well established and used effectively to support children's individual needs. Practitioners have built excellent working relationships with parents and value their active contribution to their children's life whilst at the setting. Parents attend interactive sessions at the nursery and send in clips of their children's activities at home. Parents are also offered the opportunity to contribute to the development of the nursery by joining the 'Parent Partnership Group'. The views of this group are taken into consideration when updating the improvement plan. Practitioners work cohesively as a team and now understand the benefits derived to help meet children's needs. Parents speak very highly of the setting and praise the wonderful practitioners, commenting that the nursery provides children with 'a great start in life' and that they make excellent progress.

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	220266
Local authority	Northamptonshire
Inspection number	903381
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	90
Name of provider	Just Learning Ltd
Date of previous inspection	15/12/2009
Telephone number	01933 224666

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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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