

Just Learning Nursery

1 St Andrews Walk, Rushmere St Andrews, IPSWICH, Suffolk, IP4 5RE

Inspection date	13/08/2013
Previous inspection date	18/04/2013

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 enthusiastic leadership plays a significant role in the dedication and commitment of the staff team. They are passionate about providing a high quality service to all children and their families. The setting has an extremely positive attitude to improvement and actively encourages the views of parents, children and staff.
- There is a strong emphasis on partnership working with parents and others and highly successful initiatives ensure that everyone who works with the child plays an important role in ensuring that children make the best progress possible.
- Staff get to know the children and families very well and are skilled in supporting them to form secure emotional attachments and to help them to settle well and make smooth transitions.
- Sharply focussed assessment that involves parents, children and other settings they attend, ensures a consistent approach, enabling all children to make good progress and some to make very good progress.

It is not yet outstanding because

- Some adult-led small group activities in the pre-school room are occasionally not very stimulating or challenging and not used effectively to broaden children's thinking and learning.
- Some staff do not understand the importance of conveying to parents the benefits of activities which promote a strong foundation in a child's home language in the nursery.

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 all the play rooms and the outdoor learning environments.
- The inspector held meetings with the managers of the provision, spoke to staff and interacted with the children.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector carried out a joint observation with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection and information included in the self-evaluation documents.

Inspector
Moira Oliver

Full Report

Information about the setting

Just Learning Nursery was registered in 2004. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. In September 2012, it was acquired by Busy Bees Nurseries which operates 214 nurseries nationwide. The nursery is situated in Rushmere, Ipswich and serves the local and wider area. It operates from purpose-built premises and is accessible to all children. There is a fully enclosed outdoor play area, divided into separate areas for the different age groups.

The nursery employs 31 members of childcare staff, two cooks and an administrator. Of the childcare staff, four hold appropriate early years qualifications at level 4 and 22 staff hold early years qualifications at level 3. The nursery opens from 7.30am until 6pm, Monday to Friday, for 52 weeks of the year, excluding bank holidays. Children attend for a variety of sessions. There are currently 147 children attending, all of whom 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- make the best use of adult-led, small group activities to engage all children, provide challenge and enrich the children's thinking, curiosity and learning
- assist staff to more fully support parents and children by enhancing their understanding of the significance that the children's home language plays in the role of identity, learning and the acquisition of English.

Inspection judgements

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

Children play in a bright, stimulating, well-designed environment where areas are organised to suit their individual needs. Staff are qualified, experienced and have a good understanding of how to promote learning. As a result, children are making good progress and some are making very good progress. Staff make regular observations of children's play which is recorded in Learning Journals along with photographs and examples of children's work. The observations are assessed and next steps in the children's learning

and development are fed into planning to ensure children's individual needs are met and their interests valued and extended. For example, an activity is planned to discuss and explore difference following a child's interest in another child's eye glasses. Children use a mirror to observe and talk about skin colour, hair colour and texture, eye colour and clothing. Detailed records of children's starting points are discussed and completed with parents when their child first starts at the nursery. These show respect and understanding for what a child can already do and provide a firm foundation for future learning so that children are well prepared for school. The individual needs of children with special educational needs and/or disabilities needs are very well met. Staff follow guidance from parents and other professionals involved in supporting a child to ensure a consistent approach. They sensitively adapt their interactions and use effective strategies to help all children reach their full potential. Learning Journals are shared regularly with parents, many of whom contribute their own ideas for their child's next steps in their learning and development. The nursery is developing this area further and have introduced ideas for parents to try at home with their children to support their development and to work in partnership. This has already had a positive impact as parents record and photograph visits they had with their children at the weekend. Children proudly bring the photographs to nursery and share them with their friends during 'show and tell'.

Children are enthusiastic and keen to take part in the activities. They develop good attitudes to learning, supporting them in their next stages of learning and their eventual move into school. They have many opportunities to make patterns in sand with their hands and their feet and use chalks for drawing outdoors. They confidently access pencils and pens and some older children proudly write their names or letter types shapes on their pictures. Children use numbers in their play and compare the size of their hands and measure the ingredients in cups as they take part in making biscuits. New mathematical resources enrich and extend their play as they use sand timers and wind up and move the hands on clocks.

Children use their imaginations in the role play areas and enjoy dressing up in hard hats to build and construct. Babies delight in painting activities as they explore the feel on their hands and roll sponges in the paint and onto paper. They enjoy listening and dancing along to music and some happily sing to themselves songs that they have learnt at nursery. Staff support them to play games in groups as they tap their friends on the shoulder and excitedly chase each other round the garden and back to the circle.

For the majority of the session the children make choices and freely access the resources and activities in all areas including the stimulating outdoor learning environments. The staff supervise, support, challenge and extend the children's learning as they actively follow their interests. Before lunch, the children in the pre-school room take part in adult led activities in their small key groups. These times are mostly used effectively to target specific areas of learning. For example, children are encouraged to think about what they need to ensure their table is ready for lunch. They count the children in their group, change the cloths and make sure they have enough cups, plates and cutlery for all the children. However, occasionally some of these activities are less well planned and do not provide sufficient challenge for all the children in the group. As a result, some children are not fully engaged in the activity and wonder off or occasionally misbehave. For example, by breaking up the puzzle that others are working on.

The nursery is very much part of the local community and they regularly take children to places of interest and invite people into the nursery, such as, fire officers. Children excitedly climb up on the fire engine and talk about the equipment the fire officers use to fight the fires and other jobs they do, such as, rescuing cats from trees and people from their vehicles.

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

Children are happy, confident and settle well. They make choices as they independently access the toys and equipment from all areas including the outdoor environments. They take pride in the nursery as they help to tidy up the toys, set the tables for lunch and even the younger children sweep sand from the floor with a broom and collect it in a dustpan.

Children build strong and trusting relationships with all staff and especially their key person. The successful settling in process ensures that staff get to know the children and their families very well as they work together to discover and build on children's interests and abilities. Staff clearly understand the benefits of building strong relationships and supporting children to feel safe, secure and to have a sense of belonging. For example, their home routines and preferences are followed. In addition, photographs of children's family members are shared with the children and babies have their own special box covered in photographs of their families and people who are important to them. When children start at the nursery parents are asked to provide key words that children use for things as well as how to pronounce important words in children's home languages. This helps staff to understand children's needs and wants as they settle into the nursery. Children are successfully supported to continue to feel safe and secure as they grow older and move up into the next room. They visit with their key person and time is taken to introduce them to their new key person, ensuring a seamless transition.

Children learn to stay healthy and to make healthy choices with diet and exercise. They have a daily 'Wake and Shake' session where they exercise and discuss the effects that exercise has on their bodies. For example, children say their hearts are beating fast, they are hot and out of breath. Menus for the meals and snacks are researched and designed to provide a balanced, varied and nutritious diet. Food is of high quality, it is fresh, locally sourced and prepared on the premises. Children are encouraged to try a range of textures and tastes, helping to build the foundations for a healthy diet. The gardening club provides them with opportunities to be involved in the preparation of their meals as they grow and harvest lettuce and tomatoes to make salad for tea.

Children learn to keep themselves safe as they take part in fire drills and learn about road safety. Visits from the police, fire officers and dental health, reinforce good health and safety practices. They are taught to take care of the resources and not to walk around with scissors. They take risks in the safe environment as they move along the logs and jump off or climb up to the next height. On the whole, children behave well. Staff provide good role models as they speak to the children with kindness and treat them with respect.

They provide a consistent approach as they support the children to take responsibility for their behaviour and teach them to share and to take turns fairly. They use clear, age appropriate explanations to support the children to treat others with kindness and use carefully selected stories in books to reinforce these positive messages.

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

Staff work as a close and supportive team under the strong guidance and leadership of the manager. She is highly skilled in her ability to monitor and evaluate every area of the setting and inspires the staff to take responsibility for their own areas and to further build on their knowledge and skills. There are effective systems of performance management in place and the manager has a very good understanding of individual staff members' strengths and weaknesses. As a result, she is working effectively to monitor and address any inconsistencies in staff practice.

Parents, staff and children are involved in the self-evaluation process to ensure everyone has a voice in the shaping of the nursery provision. Staff evaluate their planning and activities and these are regularly overseen by the manager to ensure consistency. A computer system is in place to provide additional analysis of the educational programs and any highlighted areas for improvement are very quickly identified and addressed. Staff are interested in developing their skills and attend regular training which they embed into their practice to benefit the children. For example, staff in the baby room have implemented knowledge learnt about the effects of colour and light on babies. They provide black and white patterns to stimulate babies and soothing lilac furnishings to promote relaxation and sleep.

Managers and staff have a clear understanding of the welfare requirements and ensure that the children are safe and secure on the premises and when on outings. Very thorough risk assessments take place on all areas and the premises are safe and secure. Staff are trained in safeguarding and clear policies and procedures support their practice to ensure children are protected from abuse and neglect. The robust recruitment procedure ensures that staff are experienced, qualified and suitable to work with children. Children are supervised at all times and additional one-to-one staff are used to support individual children when necessary and to ensure that all children are supervised in all areas as they move freely both indoors and out. Accidents, incidents and any medication administered is recorded appropriately and all staff understand how to use the forms. Accident forms are risk assessed by the member of staff responsible for health and safety, to ensure any patterns are identified and addressed.

The nursery has a positive approach to diversity and provides a wide range of resources and displays which reflect and promote a multicultural society. They demonstrate their commitment to promoting and valuing diversity as they welcome all children and families. They work well with other agencies that are involved with the children and work closely with parents. Staff use and display words in a range of languages and ask for important

words in the children's home languages to enable them to support all children. However, some baby room staff lack a secure knowledge of the full importance that a child's home language plays in their identity, learning and acquisition of an additional language. As a result, they are not able to explain these benefits to parents.

Parents speak highly of the nursery and value the friendly, welcoming staff and environment. They are encouraged to be involved and a group of parent representatives meet regularly with the manager. This provides valuable opportunities to discuss ideas and to make sure their voices are heard. Staff value the parents' ideas and incorporate them into the setting. For example, there are plans in place to link with a pre-school in Turkey to share ideas and widen the children's experiences. The nursery provides several parents groups including messy play sessions and baby massage classes, which encourage parental involvement further. Staff build links with other early years settings that the children attend and records are shared to ensure a consistent approach and to support children to make the best progress possible. Valuable links are made with the local school and teachers visit the nursery to meet the children before they move into school. Transition booklets have recently been developed to accompany the children's learning journals which are passed onto the children's new schools. Parents, children and the child's key person add their comments providing additional, valuable information about each child, their interests and abilities. These booklets further support teachers to provide for their needs from the beginning to enable the children to settle more quickly.

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	EY285918
Local authority	Suffolk
Inspection number	928626
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	112
Number of children on roll	147
Name of provider	Just Learning Ltd
Date of previous inspection	18/04/2013
Telephone number	01473 725610

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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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