

Just Learning Nursery

164 Old School Place, Croydon, Surrey, CR0 4GB

Inspection date	14/08/2013
Previous inspection date	23/05/2011

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

- Children benefit from a welcoming, inclusive setting. They have access to a good variety of resources that effectively support their learning and development.
- Children take part in a wide range of interesting activities and experiences that match their interests and needs. They make good progress in their learning.
- Staff work closely with parents and keep them well informed about their children's day.
- The management team are committed to continually developing the provision and involve staff effectively in identifying areas for improvement.

It is not yet outstanding because

- Staff have not yet fully developed the use of children's home languages in their daily practice at the nursery.
- Children have limited access to some every day technology resources that they can use to explore and investigate, in order to support their understanding of the world.

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 children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussions with the management team and staff.
- The inspector sampled records including children's files, planning, self-evaluations and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Just Learning Day Nursery registered in 2002 and is one of a chain of nurseries run by Busy Bees Childcare. It operates from purpose built single storey premises in a residential area within the London Borough of Croydon. Children are grouped in five rooms in the nursery according to age, and all have access to an enclosed outdoor play area. The nursery has a contractual obligation to prioritise places for staff and students at Croydon College.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is open each weekday from 7.30am until 6.30pm all year round, except for bank holidays. There are currently 93 children on roll, who are all in the early years age range. The nursery receives funding for the provision of free early education to children aged two, three and four. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are 27 members of staff who work with the children including the manager. There is one member of staff with a Foundation Degree, 19 who hold relevant qualifications at level 3 and two who have qualifications at level 2. There are also two members of staff who are currently working towards a childcare qualification.

What the setting needs to do to improve further

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

- extend the use of children's home languages within the nursery, in order to support children's communication and language skills

- increase opportunities for children to use resources such as magnifying glasses, binoculars and cameras, to enable them to explore and investigate and to develop their understanding of every day technology.

Inspection judgements

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

Staff show a good understanding of how to support children's learning through play. They gather detailed information about each child's background, needs and starting points before they begin at nursery. For instance, they ask parents to fill out comprehensive 'all

about me' forms and talk to them as part of the settling in process. This helps ensure staff get to know children well and provide all the support they require. Staff make regular observations of children's achievements and use these effectively to identify next steps and plan activities that build on children's knowledge and skills. As a result, children make good progress in their learning. Staff keep parents well informed on a day-to-day basis. They fill in daily diaries for younger children and talk to all parents every day when they bring and collect their child. Staff invite parents to regular meetings to share progress reports and discuss children's next steps. They listen to parents views and encourage them to share information from home. For instance, by providing suggestions for activities to do at home and giving parents to opportunity to complete short 'home observations' of their own. This approach effectively involves parents in their children's learning.

Staff plan and provide an interesting, varied curriculum that ensures that children of all ages take part in a well-balanced range of indoor and outdoor activities and experiences. They set out resources so that babies and toddlers can explore them freely and choose things for themselves. Children in these rooms enjoy investigating toys in baskets, colouring at the low table or playing with balls in the ball pit. Staff promote their early communication skills well when they talk to them as they play, introduce new words and sing rhymes. Older children learn useful skills and attitudes that prepare them well for the next stage of learning and for school. They speak confidently and listen attentively to staff at group times and staff encourage them to do things for themselves. Staff support children's language development skilfully when they ask questions to make them think and encourage them to express their ideas clearly. They successfully foster children's interest in books by providing a comfortable quiet area where they relax and share stories. Staff support children who speak English as an additional language appropriately when they start, for instance by finding out key words from home. However, they have not yet fully developed the use of children's home languages within the setting, such as having a wide range of signs and notices or introducing songs and stories in children's home languages.

Staff support children's understanding of number well during every day activities and routines. They count with younger children as they throw balls into a tray and sing number songs and rhymes with them. They ask older children to work out how many are left when some are taken away. Children measure their hand against a member of staff's and work out which is bigger. Staff provide a variety of opportunities for children to find out about the world around them. Toddlers help grow giant sunflowers and learn how to water them. Children enjoy playing in the water tray, experimenting with a sieve, and staff give them time to explore for themselves. However, at present children do not have free access to a wide variety of every day technology resources to support them as they explore and investigate outdoors, such as magnifying glasses, binoculars and cameras. Children of all ages express their creativity as they use different media and materials, making cakes in the sand tray, painting or cutting and sticking to create a picture. Staff join in with children's imaginative play and encourage them to develop their games. Children are delighted to offer everyone an ice cream from their stall at the bottom of the climbing frame. They giggle with excitement when a staff member helps them tell a story they made up about a wriggly fish.

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

Children make good relationships with staff and each other. Older children greet their friends warmly as they arrive. The effective key person system helps babies form strong bonds with consistent carers. Staff make sure they follow their familiar home routines when they start. This supports children's emotional and physical well-being and helps them feel secure. Staff give consistent support and guidance that helps children behave well. They remind younger children to be kind to each other and help older children learn to share and take turns. Children quickly become familiar with the routines and expectations of the setting. They play well together, remember routines for lunch time and know the rules, such as not going on the climbing frame unless a staff member is supervising them. Children grow in independence as they select their own resources, help tidy up and pour their own water at lunch time.

The nursery is bright, welcoming and well organised. Children choose from a good range of age-appropriate resources and play materials both inside and in the garden. Staff are vigilant in supervising children at all times and promoting their safety. They check the premises for hazards on a daily basis. They help children gain an understanding of how to keep themselves safe by reminding them that if the sand goes in their eyes it will hurt them and showing them how to use tools such as scissors carefully. Children of all ages take part in regular fire drills so that everyone knows what to do in an emergency.

Children's good health is promoted effectively. There are clear procedures in place for taking action if children become unwell at the nursery and someone who is first aid trained is always on duty. Staff keep appropriate records about accidents, sudden illnesses and any medicine that they give to children. They help protect children's health in hot weather by ensuring that they do not play outside for too long and positioning outdoor activities in shady areas. Children have individually named cups at water stations outside and indoors and staff monitor children to make sure they have enough to drink. Young children learn to manage their own personal needs when they wash their hands before they eat. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which help minimise the risk of cross-contamination. Children benefit from nutritious, well-balanced meals that are freshly prepared on the premises and take into account their dietary needs. For instance, they enjoy a variety of fruit at snack time and fresh fish and vegetables for lunch. Children play outside every day as part of a healthy lifestyle and good use is made of the outdoor area for free-flow activities. They have fun practising their physical skills as they ride bikes, climb the small slide or play a game with a ball.

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

Effective arrangements are in place to safeguard children. Robust recruitment procedures ensure that staff are appropriately vetted, qualified and experienced. All staff attend child protection training. This ensures they understand their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. There are comprehensive systems for induction so that staff are familiar with policies and

procedures. All required documentation is in place and records are detailed, well organised and up to date. Systems are also in place for reviewing records as part of the risk assessment process to identify any areas that might need improvement, such as accident hot spots or a need to amend procedures. The management team monitor staff performance effectively through regular supervision, appraisals and room observations. Staff have opportunities to attend local courses and they receive regular in-house training. This results in a well-trained, supported and motivated staff group.

The management team and staff group are committed to continually developing the nursery. They have a good understanding of the learning and development requirements and monitor the provision closely, for instance by evaluating activities and closely tracking children's progress. Each room in the nursery has its own development plan and staff show a strong sense of ownership of the improvements they make. For instance, they have reorganised space for younger children so that they enjoy more free-flow movement between the different rooms and can more easily choose their own resources. Staff throughout the nursery have also made improvements to the outdoor environment and, as a result, children benefit from a wider variety of outdoor experiences across all areas of learning.

Staff work closely with parents and are very keen to involve them further in the nursery. For instance, plans are in place to develop a new 'parent partnership' group. Parents value the friendly and welcoming approach of staff. They are pleased with their child's progress and say staff keep them well-informed. Parents have access to comprehensive policies and procedures. They are kept well informed about the provision through notice boards as well as regular newsletters and email communication where appropriate. Staff build effective links with other settings that children attend where this applies and they have a clear process for ensuring a smooth transition as children prepare to move on to school. They also work closely in partnership with other professionals and agencies where necessary, such as if children have additional needs. This ensures children experience a consistent approach to their learning and care.

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	EY231242
Local authority	Croydon
Inspection number	929007
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	112
Number of children on roll	93
Name of provider	Just Learning Ltd
Date of previous inspection	23/05/2011
Telephone number	020 8680 4230

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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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