

# Just Learning Nursery

Howard Road, Chafford Hundred, Grays, Essex, RM16 6YJ

<b>Inspection date</b>	01/10/2013
Previous inspection date	06/03/2013

<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

- Children's personal, social and emotional needs are effectively met through a flexible and supportive key person system.
- Children access a well resourced indoor and outdoor play environment, where learning and development in all areas of learning is enriched.
- Children gain high levels of creativity and extend their knowledge of the world around them, through very effective sensory and exploratory play.
- All staff are actively involved in effective procedures to continuously improve the provision for children and their families.

### It is not yet outstanding because

- On occasions, the changes that staff make to activities and routines impacts on children's very good independence and self-help skills.
- Occasionally the procedures for gaining and using information from parents and other settings does not always fully support children's particular needs and continuity of care.

## 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 spent time in every room with every age group observing children's activities and staff's interaction.
- The inspector sampled documentation that reflects safeguarding and welfare, as well as learning and development.
- The inspector carried out a joint observation with the room leader and deputy manager.
- The inspector talked to several parents and carers during the inspection.
- The inspector interacted with staff and children throughout the inspection.

## Inspector

Claire Parnell

## Full Report

### Information about the setting

Just Learning Nursery was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises, under a health and fitness club in the Chafford Hundred area of Essex and is managed by the Busy Bees nursery group. The nursery serves the local area and is accessible to all children. It operates from five rooms and there are fully enclosed areas available for outdoor play.

The nursery employs 30 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 and four hold a level 4 qualification.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 127 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.

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

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

- develop further the very good procedures in place to gain and use information from parents and other settings, so children's needs are always well promoted
- evaluate the effectiveness of changes to routines and daily activities to assess the impact those changes have on children's learning, especially at snack and mealtimes.

### Inspection judgements

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

Children experience a good range of challenging and engaging activities that supports their development across the seven areas of learning. Staff know children well and use their knowledge of each child to support their learning in interesting and focused play. All staff demonstrate strong knowledge and understanding of how to promote children's learning and development through all types of play. Children thrive in both the indoor and outdoor environments, using both to explore and extend their love of sensory play. Young

babies stretch and extend their exploratory skills in the sensory area, using the purple environment for calm and relaxing play. Whereas the black and white area stimulates and extends their interest in play. This area has been planned carefully through staff's research into stimulation for young babies, resulting in the understanding that young baby's eyesight first develops using monochrome and is calmed and sensualised by the hue of purple. Older children explore and express their delight in playing in the mud garden, making mud pies, cakes and using a well-resourced area to extend their creativity, imagination and sensory experiences. Children's thinking is encouraged through very effective questioning from staff. This results in children using their experiences to relay their understanding of what they have learnt.

Children are developing good communication skills. Young children demonstrate their excitement through squeals and use of gestures and expressions to communicate their needs and emotions. Older children use complex language to express their opinions and to inform others of what they intend to do next. They are developing a good understanding of the written word and show a developing understanding that print has meaning by identifying their drawers with their names on. Young children show a very good understanding of technology at an early age. They know to press buttons on telephones before placing it to their ear and babble away to their imaginary listener. Young children grasp simple instructions and carry them out immediately. For example, children go straight to collect their coats when staff announce they are going out and go to staff to change their nappies when they are told it is their turn for a nappy change.

Children show a great keenness to make marks. Older children skilfully use pencils and crayons to make recognisable marks either when labelling their work or through drawing activities. Younger children show delight at making marks with water while outside using shallow trays of water and paint brushes. They are then encouraged to extend this skill by making splashes on the path and eventually, handprints. All these experiences support children's key skills for their next step in their learning, including going to school.

The assessment system used throughout the nursery fully supports children's learning and development journey in all areas of learning. Staff gain starting points from parents, so that their next steps can be planned for. Children's ongoing progress is carefully monitored through spontaneous and focused observations that help to track children's achievements. These are regularly summarised and shared with parents. Parents are also given regular information on how they can support their children's learning at home. Children's learning is formally assessed at two years of age and shared with parents. Parents are encouraged to share this information with other professionals involved in their child's development.

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

A well established, flexible and adaptable key person system fully supports children in gaining a secure attachment with staff, promoting their well-being. Staff know children very well and establish good relationships with children throughout the nursery. Staff work

closely with parents to ensure all children's needs are known and well met. Transitions between rooms are smoothly executed with staff supporting children all the way through this emotional time. Those children that find this time emotionally difficult gain very high levels of support and sensitive care to help them gain self-confidence and self-assurance in their new room. For example, staff give reassurance through cuddles, eye contact and communicate at the child's level to encourage them to play outside with their peers. Staff encourage them to explore the activities around them with the secure knowledge that someone familiar and supportive is at hand to give subtle reassurance and encouragement. Staff make contact with local schools to support children and their families through transitions to school and provide summaries of children's development to support their ongoing learning.

Older children demonstrate high levels of confidence and independence when initiating their play. They invite younger children in to their play, acting as positive role models to their peers. They show care and empathy towards others, especially when they are upset or in need of a friend. However, some changes in children's routines and activities impact on children developing self-help skills and further independence. For example, children's rolling snack and lunchtime does encourage children to choose when they want food and drink and allows them to finish their activities to their satisfaction. However, the organisation of this activity does not give children the support they need to learn to use a knife and fork effectively or pour their drinks themselves. Very wholesome and nutritious meals are provided for children. The cook takes care in meeting children's dietary needs and is regularly updated by staff with changes in children's dietary information. Children are encouraged to drink, especially after physical activities or playing outside. They demonstrate a clear understanding of appropriate hygiene practices in the older children. Staff follow effective hygiene procedures when changing nappies and supporting children's toileting needs.

Children are gaining good examples of celebrating people's differences within today's society. They have access to many positive images throughout the nursery. For example, posters displayed represent different cultures and skin tones in positive roles throughout the world. Children with English as an additional language are, generally, well supported. Staff gain information about children's backgrounds when they start at the nursery, although, on some occasions the information about their home languages is not as effectively used as possible. This means their home culture is occasionally not reflected.

Children thoroughly enjoy the freedom to choose to play inside or outside. The outdoor environment is rich with experiences that give another dimension to children's learning. They have fresh air all day long and are encouraged to develop their physical skills both indoors and outdoors. Young children show a developing understanding of safety. When they manoeuvre ride-on toys up the grass slope they use skills for lifting, minding that their legs are not knocked by the trike. When coming down hill again they use their legs to slow themselves down and turn away from other children, so that they don't get hurt. Children's behaviour towards their peers and adults is very good. Staff are positive role models to children, acting in a calm and professional manner, using clear explanations about appropriate behaviour. Children listen and have a developing understanding that their actions impact on others.

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

The leadership and management of the nursery is good. The educational programme is carefully monitored and changes are made to promote better outcomes for children of all ages. Managers and all staff have a clear understanding of the requirements to promote the safeguarding and welfare of all children attending. Staff have a robust knowledge of procedures to follow if they have a concern about a child in their care. The inspection took place following a notification of an injury to a child. The inspection found that staff are fully aware of their responsibility and took all the necessary steps for appropriate treatment, informing parents and relevant authorities. The manager carried out a full review of the information gained from parents about children's needs and has updated information and risk assessments to meet these needs. In addition, the manager has provided staff with information about particular conditions to ensure appropriate and sensitive care is implemented.

Documentation that promotes children's welfare is accurately recorded, such as attendance records to show correct ratios are adhered to and accidents to share with parents at the end of the day. Policies and procedures to promote children's welfare are regularly reviewed, updated and shared with staff and parents alike. Thorough risk assessments are carried out for both the indoor and outdoor environments. Each room is checked daily at opening and closing and any identified hazards are documented and removed immediately. A proportion of staff have appropriate paediatric first aid certificates and a thorough monitoring system helps to ensure these are regularly renewed. Effective recruitment and checking procedures are in place to ensure staff do not have unsupervised access to children if they have not gained suitable clearances.

A robust self-evaluation system is continuously implemented by all staff who work in the nursery. Responsible staff in each room assess the effectiveness of their practice and make changes where necessary after discussion with their staff and managers. Staff receive continuous training and information to develop their skills in early years, therefore, supporting the developing practice throughout the nursery. Staff are eager to receive ideas to improve their practice and listen enthusiastically to how this impacts on children's learning and development. The nursery receives support from advisory staff within the company, who visit frequently to support managers in their monitoring of practice. All staff receive effective inductions and appraisals and understand clearly their roles and responsibilities within the nursery. Staff have successfully met past recommendations to improve their practice.

Partnerships with parents are good. Parents have access to a wealth of displayed, pictorial, written and verbal information about the nursery and about their children's learning and development. They make very positive comments about the nursery and the individual care that their children receive. They feel reassured that through the positive relationships they and their children have with staff that every effort is made to meet children's needs. However, some information from parents and others is not always used as effectively as possible. This means occasionally a consistent approach for some aspects

of children's care is not always fully promoted. The nursery has good working relationships in place with local schools to support children and ensure continuity in their care and learning.

### **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>	403955
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	937588
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	92
<b>Number of children on roll</b>	127
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	06/03/2013
<b>Telephone number</b>	01375 480600

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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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