

Just Learning Nursery

King George Hospital, Barley Lane, Goodmayes, ILFORD, Essex, IG3 8XJ

Inspection date	21/02/2014
Previous inspection date	02/04/2013

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		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

- Babies and children form strong bonds and emotional attachments with their key persons, which helps them gain a positive sense of well-being and belonging.
- Resources are easily accessible in all rooms so that children can direct their own learning. There are excellent opportunities for children to develop their physical skills in the creatively designed garden areas.
- The manager closely monitors the educational provision for consistency and quality and, as a result, children make good progress in their learning and development.
- Partnerships with parents are a key strength in making sure that the views of all parents effectively contribute to the evaluation and quality of the provision. This helps to ensure that staff effectively meet the needs of all children.

It is not yet outstanding because

- Younger children do not always have the opportunity to explore technology. This means that sometimes their knowledge and understanding of the wider world is not fully supported.

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.

Inspection activities

- The inspector observed activities in playrooms and the garden.
- The inspector spoke with the management team, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Just Learning Nursery registered in 1998 and is registered on the Early Years. It is one of a large chain of private nurseries owned by Busy Bees Ltd. The nursery is situated in the grounds of King George hospital in Ilford within the London Borough of Redbridge. The nursery serves the local area and is accessible to all children. There are 12 base rooms, two of which are sited in a portacabin. There is an enclosed area available for outdoor play.

The nursery employs 32 members of childcare staff, 28 of whom hold appropriate early years qualifications. The nursery opens Monday to Friday, from 6.45am to 7pm, all year round. Children attend for a variety of sessions.

There are currently 126 children attending who are in the early years age group. The nursery provides funded early education for children aged three and four years. 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:

- provide more opportunities for younger children to access technology to help them to learn more about the world around them, and help them learn skills for the future.

Inspection judgements

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

Staff demonstrate a good knowledge of the Statutory Framework for the Early Years Foundation Stage and the seven areas of learning. They provide a wide variety of activities and experiences that support children to make good progress. Staff observe children at play and use the observations to identify the next steps in children's learning. Parents are supported to observe their children at home and contribute their own ideas for their children's progress within the nursery. Staff incorporate children's interests and experiences from home into their activities to extend children's learning and support their developing imagination. For example, staff provide dolls, pushchairs and blankets for role play for children who are eagerly awaiting the arrival of a new sibling at home. This effectively supports children's personal, social and emotional development.

Planning for children's development is consistent throughout the nursery. Parents are involved in the initial assessments of children's learning to identify their starting points and

they receive regular information about their children's continued progress. Staff work in partnership with parents to prepare the children's progress check at age two, which also feeds into individual children's planning. Babies and children develop skills in communication and language as staff actively engage them in conversation and ask open-ended questions to stimulate their thinking. For example, children build a construction with large building blocks. Staff ask them how they can prevent the bricks from falling. Children use their emerging skills in problem solving to adjust the bricks to make them steady. Children's understanding of the world is promoted when they help to make bird nesting boxes and watch for birds in the garden.

Children who are learning to speak English as an additional language are well supported in the nursery. Staff model good spoken English and make lists of words in children's home languages, or use sign language, to aid communication. Staff have high expectations of the children in their care and are skilled at providing activities that challenge and excite them. This means that children are motivated and eager to learn. Children's physical development is well promoted as they clamber up a climbing wall and charge around on scooters and tricycles. Babies enjoy dancing and moving their bodies to the softly playing music, which enhances their large muscle skills. Children build castles in the sand pits and help staff to sweep up the fallen autumn leaves. Children learn good pencil and scissor control as they practise skills for their future learning at school. Pre-school children learn more about the world and develop skills for the future as they explore computers and electronic toys. However, younger children do not have regular access to these resources, which means that they do not have frequent opportunities to learn about technology.

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

Children are confident and happy in the nursery, they make friends easily and behave very well. The well-embedded key person system ensures that children feel secure and build strong relationships. Staff are kind and caring and they are good role models as they lead by example. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Children learn to take turns and share with each other. For example, when children want the same toy staff remind children that their friends just want to help them and this encourages understanding and tolerance. Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination. Play resources are of good quality, indoors and outdoors, and are easily accessible to all children. Babies are guided by visual signs that show them activities happen in their room. For example, nappy changing, hand washing and sleeping. All play activities presented are age-appropriate and staff follow children's lead and extend their learning as they play.

Children manage their own personal care needs appropriate to their age and stage of development. They learn the importance of washing their hands after messy play, using the toilet and before eating. Healthy eating is promoted by the provision of fruit and vegetables at snack and meal times. Young children and babies learn to feed themselves with a spoon. Older children learn to be independent as they serve their own food and pour their own drinks. They have good systems in place to ensure the safety of those with

medical or dietary needs. Babies nappies are changed frequently and hygienically and parents are informed of younger children's personal care routines through the use of daily two-way communications books. Children have plenty of opportunities to run around in the fresh air and strengthen their muscles. Toddlers learn to ride on wheeled toys and staff gently help them as they become frustrated when they sit the wrong way round. Staff's patience and understanding help children to develop their confidence and self-esteem. Drama and music sessions help children learn to express themselves. Photographs all around the nursery of children engaged in activities help children to feel a sense of belonging. Children eagerly to run to find photograph books they have made of themselves and their families. They are proud to show visitors the pictures of their parents and siblings.

Children's safety is of paramount importance to the managers and staff. The managers ensure that any accidents that may happen in the nursery are dealt with promptly and effectively and that parents and the appropriate authorities are informed and updated. Children are well supervised as staff interact with children at all times. Children learn to keep themselves safe as staff remind them not to run inside the building in case they might fall. Staff carry out regular fire drill's to ensure that all children and adults know what to do should an emergency occur. External doors are kept locked and only opened by staff. Parents must provide passwords if adults other than children's main carers come to collect them. Staff have high expectations of children to be confident, capable and independent and emotionally ready for the next stage in their learning.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff are well qualified and are skilled in producing good outcomes for children. All the necessary documentation for the safe and efficient management of the nursery is in place. The environment and activities are effectively risk assessed to ensure that children remain safe and secure. All adults working with children are subject to appropriate background checks to ensure that they are suitable to work with children. There is a clear safeguarding policy, including a policy restricting the use of mobile telephones and cameras, to ensure staff protect children. Children are effectively protected because the staff undertake relevant training. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being.

Recruitment procedures are robust and new staff receive a full and rigorous induction and are supervised throughout their probationary period. Staff effectively monitor the educational programme and successfully track individual children's development. This enables staff to identify any gaps in their learning, and to seek appropriate intervention and professional advice. Staff are well-supported by the manager, who closely monitors their practice and the effectiveness of the educational programmes. This results in a strong motivated staff team, who are committed to providing a high quality educational programme for all children. Ongoing professional development is discussed regularly and

practitioners are encouraged to pursue training to enhance their practice. Children's starting points are identified through information gathered from parents. Their progress is closely analysed by the key persons to ensure all children achieve their full potential.

Self-evaluation of the nursery is effective because parents, staff and children are encouraged to voice their views regularly. The nursery has a parent partnership group where parents can make their views known. Parent partnership members support new and prospective parents giving them information and confidence in their choice of nursery. Parents are encouraged to observe their children at home and to contribute to planning for their children's development in the nursery. Managers demonstrate a clear drive for improvement and have secure plans in place for the continued development of the nursery environment. Parents speak highly of the staff during the inspection and they say their children are thriving. They comment on the friendliness and helpfulness of the staff. They say that their children are making good progress and the structure and routines of the nursery prepare them very well for the next stage of their learning and school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	128510
Local authority	Redbridge
Inspection number	952896
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	124
Number of children on roll	126
Name of provider	Just Learning Ltd
Date of previous inspection	02/04/2013
Telephone number	020 8599 0066

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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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