

Just Learning Nursery

Marbled White Drive, Pinewood, Ipswich, SUFFOLK, IP8 3TL

Inspection date	14/02/2014
Previous inspection date	09/04/2013

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

- The quality of teaching is strong. Practitioners demonstrate a good understanding of how children learn and use their expertise to develop planning that is tailored to meet individual children's learning needs and styles.
- Children are well-protected from harm as practitioners demonstrates clear knowledge of the nursery's safeguarding procedures and the action to be taken to safeguard children.
- Partnerships with parents and others are strong. Parents are provided with clear and comprehensive information about the nursery and its practices. Good methods of communication ensure that parents remain well-informed of their children's learning.
- Effective links with other early years setting, local schools and other professionals enable the nursery to support children through the various transitions in their life.
- The key person systems is well-embedded in this nursery. Children form warm and secure relationships with their key persons and develop effective friendships with their peers.

It is not yet outstanding because

- The organisation of mealtimes in the older children's room causes unnecessary congestion which is not conducive to creating a calm and relaxed mealtime experience for children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the manager, the deputy, the area coordinator, the special educational needs coordinator, practitioners and children at appropriate times throughout the inspection.
- The inspector observed activities in each of the nursery rooms and the garden.
The inspector looked at a range of records including children's details, information about children's learning and development, accident and medication records, care plans for children with specific requirements, written risk assessments, written policies, proof of practitioner's qualification and the checks used to assess their suitability. Other relevant documentation as also viewed.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Lynn Hughes

Full report

Information about the setting

The Just Learning Ipswich Pinewood Nursery was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Ipswich area of Suffolk, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from ten rooms and there is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2, 3 and 4. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 108 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 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:

- strengthen the organisation of lunchtimes in order to continue to provide support for children's growing independence, for example, by reducing congestion in the food serving area.

Inspection judgements

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

Children are busy, active and keen. They are engaged in a wide range of planned and freely chosen learning experiences throughout their nursery day. The effective individual planning in place, enables children to make good progress across all seven areas of learning. The success of children's learning is enhanced by practitioners who demonstrate good knowledge of how children learn and intervene in their play at appropriate times to support their learning. Practitioners use frequent observations of children's play to follow and plot their progress. They record children's achievements in well-presented learning journals, which are used to track children's interests, engagement in activities and friendship groups with the assistance of photographic evidence. Practitioners and parents effectively plan for children's next steps in learning and review their progress regularly. Key persons keep parents well-informed of their children's progress through summative assessments, including the progress check for children aged two. Practitioners are skilful at identifying any gaps in children's learning and make good use of appropriate professionals and outside agencies to intervene and provide support to the children and

their families. Parents are provided with good opportunities to view their children's learning journals at any time as they are presented in easily accessible storage units. Posters remind parents that they may view these at any time and key persons actively encourage this. Effective systems are in place to provide good communication between the nursery and other early years settings when children move from this nursery to another. For example, a comprehensive hand-over form is completed by the key person and handed to parents to share with the new setting. This details the children's likes, interests and gives a brief summary of their development.

Children's language and communication skills are enhanced by practitioners who are knowledgeable about using clear language to extend children's thinking. They ask appropriate questions and provide ample time for children to consider their answers. Children's literacy skills are promoted by practitioners providing children with an environment rich in print. Each room has a cosy book corner, which is well-stocked with a range of books, including some in dual languages and which reflect a wide range of subjects. Children's mathematical skills are enhanced through the use of appropriate resources, such as, sand and water. They also participate in cooking activities whereby they weight and measure the ingredients. Children throughout the nursery have access to natural play resources to extend their natural curiosity.

Babies explore the space and equipment in their room proficiently. They are provided with an exciting selection of age-appropriate toys and play resources which are presented within their reach. Children who are becoming mobile and beginning to stand have sturdy furniture at which to do so, enabling them to develop strength and confidence. Older children, approaching school age are well-prepared for their next stages of learning. Key persons encourage them to develop independence when using the toilets and hand-washing facilities, when putting their coats and shoes on and off and when writing their own name on their creative work. Circle and story times are used to remind children of the importance of good listening skills and to prepare them for large groups activities. During the summer term emphasis is placed on creating as smooth transition for those children moving from nursery to school. Practitioners use their role play area to create a school environment and provide visual images of the school buildings to familiarise children with their new places of learning.

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

A successful key person system is in place which provides children with opportunities to bond with a special person. They form warm and caring relationships with the adults caring for them which helps to strengthen their independence and self-confidence. Parents are actively encouraged to become involved in the nursery's settling-in procedures as they spend time at the nursery with their child during the settling-in time. They share information with key persons about their child's interests, home life and needs. This information is recorded on clear 'all about me' booklets which remain in the children's learning journals throughout their nursery life. Once settled, children move through the nursery rooms in accordance with their age and ability. Effective transition arrangements are in place to ensure that these changes are handled sensitively and that children are well-supported. Children behave well and understand the nursery routines and rules as

practitioners gently remind them. This ensures that children are aware of the expectations of the adults caring for them. Practitioners provide children with warnings when the routine is about to change, for example, to clear up for lunchtime. This is well-implemented for children who require additional help to deal with change.

The nursery environment is vibrant. Walls through the rooms and entrance hall are bright, colourful and provide good spaces for practitioners to display children's creative work. The rooms are well-organised, providing an enabling environment which promotes children's independence and self-assurance. For example, children guide their own learning by safely accessing toys and play equipment from the low-level shelving positioned in each room. They develop a sense of belonging as they place their coats and bags on well-labelled coat hooks. Each room currently being used within the nursery leads out to a section of the well-equipped, large garden. Children in the two older age groups move freely between their base rooms and their section of garden, providing good opportunities for children to follow their interests and for practitioners to recognise the individual learning styles of each child. Babies use their garden when the weather is appropriate and go for regular walks in the local area to ensure that they do not remain in the same environment for the duration of the day.

Effective procedures are in place to promote children's health and well-being. Practitioners are knowledgeable about children's individual health and medical requirements and draw up comprehensive care plans with parents to ensure the nursery is meeting all of their needs. Good systems are followed with regards to administering medication to children whose parents have given written consent for practitioners to do so. Practitioners within each room follow the nursery's clear procedures for recording accidents. The management team audit all accident and medication records to ensure that they keep a sharp eye on anything which is causing recurring issues. The nursery actively promotes healthy eating and has a clear menu available for parents, detailing the wide range of well-balanced meals they offer. While lunchtimes in the pre-school room provide children with opportunities to become independent, for example, by collecting their own cutlery and serving their own puddings, the organisation of this time is not conducive to a relaxed and calm mealtime experience. Children sit down for dinner on a rolling mealtime system, whereby up to eight children sit together at a time. They take it in turns to go to a unit close to the meal table to collect cutlery, then return to their seats. Practitioners serve their meals, once they have finished they scrape any leftovers into a bowl and go back to the unit to serve their pudding. Once their meal is completely finished they leave the table, providing a space for another child. This creates times when there are a number of children moving in different directions in order to gather all of the equipment and food they require for their meal. It also means that children are sometimes turned away from the lunch table as there are not enough spaces for them. Children develop some knowledge of keeping safe, for example, by pushing their chairs back under the tables to prevent a tripping hazard and by choosing to wear appropriate clothing to ensure they remain warm and dry when playing outdoors.

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

Procedures for safeguarding children are robust. The manager and deputy are the designated persons for safeguarding children and have completed appropriate and regular training. Practitioners are knowledgeable about the nursery's policies on safeguarding children and are aware of the clear written procedures to follow if they have concerns about a child in their care. The registered providers who own the nursery provides practitioners with regular in-house training, which includes safeguarding children. All adults working with or having direct contact with children are vetted and proof of the checks used to assess their suitability are available for inspection. Children play in a safe and secure environment as practitioners rigorously risk assess the premises each day before children arrive.

Leadership of the nursery is secure and sets high expectations of good quality from its practitioners. Effective monitoring systems are in place to ensure that the nursery's working practices, educational programmes and daily organisation are rigorously monitored. This enables the management team to keep a sharp focus on all aspects of the nursery. The nursery is well-supported by the registered providers who implement effective systems for supervision and appraisal of individual practitioners. Regular supervision meetings and team meetings provide good opportunities for a two-way flow of information between the practitioners working directly with children and the management team.

Partnerships with parents are secure. Parents are provided with clear information about the nursery and all aspects of the provision. Parents spoken to at the time of the inspection shared complimentary comments about the practitioners, the environment and the way in which their children were making good progress in their learning. Links with other early years settings which children attend are good. When children attend more than one early years setting, the key persons meet to share information about the child's progress and development. This enables both provisions to complement the learning that takes place across all areas of the children's lives. The nursery has good systems in place for creating a smooth transition for children leaving the nursery and entering full time school.

The Childcare Register

The requirements for the compulsory 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	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	251763
Local authority	Suffolk
Inspection number	954471
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	108
Name of provider	Just Learning Ltd
Date of previous inspection	09/04/2013
Telephone number	01473 687017

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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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