

Just Learning Nursery

Little Acorns, Woodridge Avenue, COVENTRY, West Midlands, CV5 7PN

Inspection date	11/06/2014
Previous inspection date	07/02/2011

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 very well established key person system helps children form secure attachments and promotes their overall well-being effectively throughout their time at the nursery.
- Children are safe and protected from harm because managers and staff have a thorough understanding of safeguarding and child protection procedures.
- The management team monitors practice and provision at the nursery very effectively and supports the staff team's professional development, which means that children's achievements continue to improve over time.
- Staff support children's learning of mathematics very well as they consistently prompt their thinking and counting skills through involvement in their play.
- Partnerships with parents is good. Staff and parents communicate well which supports children's continuity of learning and care.

It is not yet outstanding because

- There is scope to enhance the good teaching of phonics in order to further support children's early reading skills, so that they make even more rapid progress.
- Opportunities for children to write for a range of reasons are not fully available.

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 indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with the manager and deputy manager of the nursery.
- The inspector checked evidence of suitability of staff working with the children, the manager's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Naseem Moolla

Full report

Information about the setting

Just Learning Nursery was registered in 2002 and is one of a number of nursery provisions operating under the Busy Bees chain. It is situated in the north-west of Coventry. It is registered by Ofsted on the Early Years Register. The nursery serves the local community. It operates from Monday to Friday all year round, with the exception of bank holidays, from 8am to 6pm. Children attend for a variety of sessions. All children share access to an outdoor play area. There are currently 81 children on roll within this age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 11 members of staff, 10 of whom hold appropriate early years qualifications at level 3. The nursery also employs a cook, an administrator and a contract cleaner.

What the setting needs to do to improve further

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

- review the teaching of phonics to provide further opportunities for children to hear and say sounds in simple words
- enrich the planned opportunities for children to write by modelling and supporting them to understand and explore the variety of purposes and reasons for writing.

Inspection judgements

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

The quality of teaching is good across the nursery and in some instances, outstanding. Staff have a thorough knowledge of the Early Years Foundation Stage and a secure understanding of how children learn. Staff deliver consistent practice, observing, assessing and planning effectively for each child's progress with very clear knowledge of children's needs and interests. A tracking system is used to record children's starting points and subsequent progress, to identify where any gaps may occur in children's learning and development. Consequently, children make good progress towards the early learning goals and gain sufficient skills for the next stage of their learning, such as starting school. The key persons know their children very well and talk enthusiastically and in detail about their current interests, what they are able to do and how they plan to help them progress. This means that appropriate activities are offered to support them in achieving the next steps in their development. For example, staff plan to support children to understand that print conveys meaning. In order to support this learning they make careful plans to share and talk about a well-known story book. They also ensure that they provide a range of age-appropriate resources that are readily accessible to children. This is apparent outdoors

where many children show a keen interest in making marks on the playground floor with water and large, adult-sized paintbrushes. Later on they have the opportunity to revisit this interest in making marks indoors using ball point pens, coloured pencils, scissors glue and paper. Children become engrossed in creating things that fascinate them. Children enjoy creating books. They cut two rectangles from paper and select a pen making marks that go from left to right on each of the rectangles. This shows their understanding of how writing in English goes from left to right. Children competently glue the rectangles together along one edge to make a book. They then open their books and read what they have written. They take their books over to the book corner where a member of staff is sharing a book with a small group of children. They wait patiently until the story finishes and then share their books with the member of staff. This demonstrates very positive early writing and reading behaviours and has all the characteristics of effective learning. However, there is scope to further enrich learning opportunities by supporting children to understand the reasons and various purposes for writing, such as, opportunities to write letters, postcards, lists and captions.

There is a strong focus on the teaching of mathematics and this is evident throughout the nursery both through the range of resources available for children to explore and the skilful interventions staff make to ensure that no learning opportunity is missed. For example, a group of toddlers have been involved in making a bus out of cardboard boxes. They spend extended periods of time sitting in their bus and talking to each other and a member of staff about where they are going. The staff member then supports the children to count the number of 'passengers' on the bus. A little later, when children are still showing a keen desire to continue with this play the nursery team's curriculum advisor builds on that learning and introduces the concept of bus tickets. She provides a small, pile of paper and encourages a child to hand these 'tickets' out to the passengers. The tickets are stuck together and so some children get two. The child handing out the tickets quickly realises this and retrieves the extra ones. The member of staff observes what is happening and provides a commentary, counting as the tickets are handed out. This supports children with crucial one-to-one correspondence learning of number. She intervenes skilfully and says, 'Oh some passengers have got one too many tickets'. This provides further opportunities to learn mathematical language.

Parents receive clear and regular information about their children's progress and development and very good systems are in place, which provide them with opportunities to be involved in their children's learning. Parents and carers are invited to meet with their child's key person to discuss written reports that provide details of their child's progress and ideas of how they can extend their learning at home. For example, parents receive activity sheets designed to reinforce the learning children have done at nursery about letter sounds. However, there is scope to review the teaching of phonics, in order to provide further appropriate, planned opportunities for children to hear and say sounds in simple words. This is to support them to develop even more effective skills for early reading and spelling. Staff also take careful consideration of information parents provide about what children are learning at home. They do this in a variety of ways including the use of 'Weekend Books.' Children who speak English as an additional language are supported appropriately at the nursery. Staff try to ensure that they learn a few key words in children's home languages. This means that children feel included and their identities are valued. They speak clearly, model good language and use gestures and actions to

reinforce the learning of vocabulary. Consequently, children make good progress with their English speaking skills. Children's understanding of the wider world is promoted through planned activities, such as, the food tasting for Chinese New Year and visits from the local police.

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

The nursery has a warm and welcoming atmosphere. Parents and children are cheerfully greeted as they enter the nursery and useful exchanges of information take place about each child's day. Children demonstrate that they are happy and settled at the nursery and have developed strong bonds with staff. For example, children cuddle up close to staff when sharing a story. Transition into nursery is managed very effectively because of the information and knowledge obtained from parents prior to them starting. Key persons demonstrate skill, care and sensitivity when supporting children new to the nursery. For example, during a settling-in sessions, staff provide constant comfort by holding babies in their arms, soothing them with songs and talking softly to them. They also provide gentle encouragement and opportunities for them to join in with what the other babies are doing. This helps babies to feel physically and emotionally safe and help them to build trusting relationships with their key person. Transitions within the nursery are highly effective as clear information is exchanged between key persons as children move rooms. This information is also provided to parents.

Children are supported to manage their own hygiene needs and learn why it is important to wash their hands before they eat or after they have been to the toilet. Children's awareness of developing a healthy lifestyle is very actively encouraged through both indoor and outdoor physical play opportunities. Pre-school children have daily opportunities to take part in 'Wake and Shake' activities. Children and staff make fun moves enthusiastically and energetically to music. These activities are around core movement skills that encourage good physical development and provide short bursts of rigorous exercise vital for healthy physical development. Children have daily planned sessions to use the outdoor environment, which is equipped with gardening resources, bats and balls, climbing frames and a range of sit and ride toys. The outdoor environment provides children with the opportunity for exercise and fresh air, which are vital for their health and well-being. For example, babies who have just learned to walk show a keen interest in using an adult-sized broom. They watch a member of staff carefully as she sweeps leaves away to the side and show that they too want to use the broom. The staff member provides praise and encouragement as they attempt to sweep with it and she keeps a constant, watchful eye over them and the other children who are playing nearby. This means that while children are kept safe, they are allowed to take risks and develop a sense of independence. Furthermore, it provides scope for children to explore the physicality of everyday experiences and so strengthen their attention, balance and coordination.

Daily meals and snacks are prepared fresh on the premises by the nursery cook and provide a well-balanced and nutritional diet. Information about the nursery's menus, a range of recipes and portion size is available as part of an attractive display. Staff encourage good behaviour from children to support their personal, social and emotional

development. Staff plan activities to support children to play and work co-operatively together. They model good behaviour themselves and use praise to encourage positive behaviour.

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

Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do should they have any concerns about a child. Staff's knowledge and understanding of the procedures for reporting allegations, are also clearly understood. This contributes to maintaining children's safety and protects their well-being. Comprehensive risk assessments and daily checks are accurately recorded to help safeguard children's welfare. There are robust recruitment procedures in place and these ensure that staff are suitable to work with children. This is followed by an effective induction process. The provider also carries out regular checks to ensure ongoing suitability of staff.

The manager is passionate and committed to ensuring the best possible outcomes for all children. She brings her knowledge, skills and understanding of how young children learn in monitoring the quality of teaching and learning at the nursery in a range of ways. For example, she and her management team conduct planned observations of practice and provision. Staff have regular supervision meetings, that include discussions and next steps about these observations. Staff attend regular, well planned staff meetings and also have opportunities to attend training to update their skills and knowledge appropriate to their role. This has a positive impact on children's learning. The manager shares her vision for the nursery by ensuring that staff have an active involvement in self-evaluation procedures. Strategies to include parents in evaluating nursery provision, includes such initiatives as a suggestion box and the setting up of a parents' forum. Children's voices are gathered through the introduction of 'The Magic Book.' This involves pre-school children evaluating activities at the end of the day and planning what they would like to do the next. The manager routinely monitors all children's progress. For example, she checks children's learning development folders and their progress trackers. The manager monitors the schedule for the progress check for children between the ages of two and three years. She ensures that she reads and countersigns all progress checks.

Parents spoken to on the day commented that they feel informed and involved in their child's care and learning. They value the efforts made by staff to be friendly and yet very professional in their efforts to build strong partnerships with them. Consequently, they feel assured that their children are safe and their needs are met at nursery. The nursery works effectively with other agencies, including the nursery chain's support team in order to provide high levels of support for individual children. This means children with special educational needs and/or disabilities make good progress, in relation to their starting points.

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	EY236663
Local authority	Coventry
Inspection number	870043
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	81
Name of provider	Just Learning Ltd
Date of previous inspection	07/02/2011
Telephone number	02476 407200

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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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