

# Just Learning Nursery

The Crescent, Aldermaston Road, Basingstoke, Hampshire, RG24 9NJ



## Inspection date

16 February 2015

Previous inspection date

3 March 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Management fails to monitor the quality of teaching, planning and assessment rigorously enough in the toddler room. As a consequence, staff do not provide children with a varied range of exciting or challenging activities. As a result, children become bored and unmotivated because they do not receive good support from staff.
- Staff do not provide a wide enough range of resources in the garden. Planned outdoor activities are often mundane activities, and focus mainly on promoting children's physical development rather than across all areas of learning. The younger age groups have limited opportunities to enjoy play outside.

### It has the following strengths

- Key persons in the baby room and pre-school rooms nurture children's safety, good behaviour and self-esteem. Children's health and dietary needs are well met by the staff.
- Children know that healthy food and regular exercise is good for them. This is because staff provide healthy snacks and drinks and plan activities, such as 'Stretch and grow' which promote healthy lifestyles. Older children are confidently acquiring the skills they need to be ready for school and are motivated in their learning.
- Partnerships with parents and others are positive and support children's learning and development. Staff ensure they keep those sharing children's care well-informed about children's progress and involve them in children's learning.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure supervision and performance monitoring identifies variations in the quality of teaching and highlights individual training needs, and take action to secure opportunities for continued professional development for staff in order to improve on the quality of teaching
- improve the educational programmes across all areas of learning by planning more opportunities for children to explore, investigate and learn outside.

### Inspection activities

- The inspector observed children's play and learning throughout the day.
- The inspector sampled a range of documentation, including development records and key policies.
- The inspector conducted a number of informal and formal joint observations with the nursery manager and quality manager.
- The inspector took account of children's views through discussions and observations. A number of parents were spoken to and the views of others gathered through examination of questionnaires and minutes of the parent partnership meetings.

### Inspector

Melissa Cox

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The quality of teaching is inconsistent across the nursery. In the toddler rooms there is too much focus on completing routine tasks, which means staff frequently leave the room to attend to these. Teaching is often very rushed, so children are not given time to think and respond to staff questions. Some activities do not support children's individual learning needs, which mean they do not enjoy taking part, and staff do not spend enough time helping them enjoy their play. This means children do not make the best possible progress. Staff in other rooms provide good levels of support for children. Babies enjoy exploring a wide range of resources, which includes sensory play. Older children are working well towards gaining independence in their learning. They create imaginary worlds for their dinosaurs using a range of natural materials gathered from outside. There are ample opportunities for them to write and they enjoy listening to stories on the computer.

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

Staff provide an environment that is safe. Children spend time outdoors where they run around in the fresh air. However, these areas do not support good learning opportunities, as planning and resourcing is weaker and is generally limited to physical play. Toddlers have their designated outdoor time interrupted as they are brought in from the garden for their snack. This poor organisation spoils their enjoyment of outdoor play. Older children behave well and are caring and considerate. They follow the classroom rules and acknowledge when their friends have done something kind for them. This promotes a harmonious, positive feel to the classroom, where children are engaged and supportive of each other. Younger children are compliant and follow staff instructions. They occasionally make play choices of their own but these are sometimes limited by the selection and routine of the day so they do not gain the full benefit of these.

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

Managers have a reasonable understanding of the requirements of the Early Years Foundation Stage and their responsibilities. Policies and procedures are robust and implemented well to ensure all children's welfare is safeguarded. Effective recruitment and vetting systems are implemented to help ensure the suitability of staff. Leadership is steadily driving future improvements and there are well-documented plans that involve staff, children and parents. Recent improvements to play spaces and teaching in the pre-school rooms mean that these children make good progress. However, staff practice has slipped in some other rooms. Staff supervision meetings and additional training has not sufficiently tackled this. Parents benefit from regular opportunities to meet with staff to discuss their children's progress and ways of helping to support their children's learning at home. Links with other settings and professionals are strong.

## Setting details

<b>Unique reference number</b>	110039
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	966775
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	3 March 2014
<b>Telephone number</b>	01256 474442

Just Learning Nursery registered in 1999. The nursery is part of the Busy Bees chain of nurseries. It operates from six rooms in purpose-built premises in the grounds of Basingstoke Hospital, Basingstoke, Hampshire. The nursery opens five days a week all year round, from 7am to 6pm. The nursery is in receipt of funding for the provision of free early education for children aged three and four. The nursery employs 28 members of staff, eight have early years qualifications at level 3 and three staff hold degrees in early years education.

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