



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508972

DfES Number: 538238

INSPECTION DETAILS

Inspection Date 15/11/2004
Inspector Name Susan McCourt

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Just Learning Nursery
Setting Address Larkspur Drive
Eastbourne
East Sussex
BN23 8BS

REGISTERED PROVIDER DETAILS

Name Just Learning Ltd 2809756

ORGANISATION DETAILS

Name Just Learning Ltd
Address 45 High Street
West Malling
Kent
ME19 6QH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Just Learning was registered to provide full day care in 2000 and is part of a substantial childcare chain. The nursery is purpose built and is situated in a residential area on the outskirts of Eastbourne.

The nursery is registered to care for 100 children under the age of five at any one time and to operate from 06:45 to 19:00, Monday to Saturday, all year round. There are currently 179 children on roll, of these 42 are funded. The nursery supports children with English as an additional language and those with special needs.

Facilities include ten childcare rooms each with integral toilet and nappy changing facilities for children, separate staff facilities including toilets and staff room, kitchen, spacious hall and manager's office. Outside are spacious grounds with separate play areas for different age groups, incorporating play equipment appropriate for each group. There is a staff and visitor car park to the front of the property.

There are 28 staff, 16 of whom have appropriate childcare qualifications and a further 3 who are in training. The nursery is supported by the Early Years Development and Childcare Partnership.

How good is the Day Care?

Just Learning Nursery provides good quality care for children. Staff are supported to develop their skills through training and receive regular appraisals. The purpose-built accommodation is geared towards the children's needs and is extremely well-equipped. Records are well-maintained and policies and procedures are updated regularly to reflect best practice.

Safety is a priority and risk assessments are reviewed monthly. Children learn about the importance of cleanliness through good hygiene routines. Breakfast, lunch and tea are cooked on the premises and all special diets are catered for. Food is healthy and children eat together in a social atmosphere. The nursery has an anti-discrimination policy, although resources do not fully reflect this. Several staff

have specialist experience and training to support children with special needs. Staff are aware of the child protection policy and know that the welfare of the child is paramount.

Children are divided into age groups and receive excellent support to settle into the nursery and then move through. Babies move up a group at each stage of their development and each room is designed to meet their developmental needs. Toddlers are divided into two groups and follow a routine that includes a variety of play experiences. Pre-school children are grouped together and enjoy a mix of free play and adult-led activities. Occasionally, activities for the children aged two to five years were curtailed by the timetable. All staff are warm and attentive and know the children well. Staff use lots of praise and encouragement, providing a consistent environment which ensures children are well-behaved.

Parents can read the policies and procedures and there are informative notice boards in each room. The nursery gathers and updates information about children to ensure consistency of care and all children have a written daily diary for parents. Parents can meet with their child's key-worker every six months.

What has improved since the last inspection?

At the last inspection, two recommendations were made about policies. The behaviour management policy has been updated to show how specific problem behaviour may be dealt with.

There is now a procedure in place should there be an allegation of child abuse made against a member of staff.

What is being done well?

- Staff receive excellent support and development opportunities. They have an appraisal every six months to look at their training and development needs and staff are supported to take qualifications. The Just Learning organisation runs conferences and courses and staff also receive in-house training or can access external courses and workshops. This ensures that staff are skilled and up to date with best practice.
- Babies receive excellent care. There are six rooms where babies are grouped by age; 0-6 months and 6-12 months after which babies move up to the next room every three months until the age of two. This means that each room can have specific equipment and a layout specifically geared towards that developmental stage. Staff have specialist training and experience, and really enjoy being with the babies at each stage of their development ensuring good quality affectionate care.
- Meals are cooked on the premises giving a healthy and varied menu. Any special diet can be catered for, and special meals are clearly labelled to ensure that it goes to the right child. Treat foods such as cakes and biscuits are made to a low-sugar recipe and once a week children have a starter and main course rather than a main course and pudding. Children eat together,

ensuring that children are more likely to try a variety of foods and promoting mealtimes as a social occasion.

- The nursery has established a genuine partnership with parents. All information that guides the practice of the group is available to parents and notice boards are informative. Information about the child is gathered and updated regularly and parents receive a daily verbal handover, written diary entries and six-monthly parents' evenings. This ensures a good exchange of information and promotes consistency of care.

What needs to be improved?

- the flexibility of the timetable
- the resources that support equal opportunities.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	reduce the impact of strict timetabling on the play activities of children aged 2 and over
9	enhance the range of activities and resources that promote equality of opportunity and anti-discriminatory practice

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Just Learning Nursery offers provision which is acceptable and of good quality. Children are making generally good progress towards four of the early learning goals and very good progress in two others.

The overall quality of teaching is generally good. Staff's knowledge of the Foundation Stage is developing well. They use this knowledge to plan a broad curriculum which ensures that children are working towards all the early learning goals. Staff provide a range of interesting activities for the children. Staff create a visually stimulating and print rich environment which promotes children's progress.

Sessions are generally well organised although at times children are not given sufficient time to become fully involved in activities. Some everyday practical activities are not sufficiently used to extend children's learning. There is a thorough observation and assessment system in place. Individual targets are set for children but these are not yet being fully used to inform the planning. Staff know the individual children well and develop good relationships with them. Children behave well in response to the high expectations of staff.

Leadership and management of the setting are generally good. The staff work very well together as a team and very good support is provided by management. Ongoing training is actively encouraged to develop the knowledge of staff. Staff are keen to improve their practices. All staff are involved in the planning of the curriculum and an effective key worker system is being implemented. Currently the evaluation of the educational programme is quite basic.

The partnership with parents and carers is very good. Parents are well informed about the curriculum and the activities. They are encouraged to become involved in their child's learning and to contribute to the assessment process. They receive a variety of helpful feedback about their child's progress.

What is being done well?

- There is a good range of very high quality resources which are easily accessible to the children. These resources are well organised and labelled very effectively which encourages children's independence and word recognition.
- The environment is very stimulating with plenty of attractive displays and posters to encourage children's development. The children's own work is displayed well, showing that their contributions are valued.
- The staff are very caring and friendly which ensures that children happily leave their parents. The positive behaviour management builds children's self esteem. The children follow staff's example by showing care for their friends.

They find toys for others and encourage their peers to play with them at an activity. The children confidently share their experiences with each other and play very well together.

- Staff support children well at role play activities. They use skilful questioning which enables children to express their ideas and thoughts.
- The staff are very well supported by the managers of the setting. There are extensive opportunities for staff to develop their knowledge and expertise, and to attend further training. The staff are gradually implementing new practices which are improving the educational provision.
- The partnership with parents is very effective. The use of the 'Activities at Home' sheets is good as it gives parents ideas of how to continue children's learning at home in an easy, informal way. The parents are kept very well informed about their child's progress through twice yearly parents evenings where they can discuss the children's records with the staff. Parents are encouraged to contribute to the children's assessment profiles and have the opportunity to discuss the next targets for their child's learning.

What needs to be improved?

- the use of the assessment system and plans to ensure that individual children are being challenged and extended appropriately
- the use of everyday activities by staff to develop and reinforce children's learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are settled, happy, and confident. They show good concentration skills. Overall their independence is developing well. The rigidity of the timetable at times limits children's involvement in activities. They see to their personal needs such as visiting the toilet and washing hands. Children develop good relationships with adults and peers. They play well together and on their own. They are well behaved, learning to share and take turns. Some children are showing care for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with staff and peers. They freely talk about their own experiences and families. They listen avidly to stories and enjoy sharing books. Children recognise their names and show increasing skill at writing these correctly with well formed letters. They are developing a good understanding of the link between sounds and letters. Children listen well and take turns when speaking.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10 and beyond. They join in number activities during free play and enjoy number rhymes and songs. Children's understanding of space and shape is developing well. They recognise simple shapes and make patterns using a variety of equipment. They use correct mathematical language during free play activities. Children's mathematical development is not being fully developed and reinforced during everyday activities and situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate a variety of objects and materials using their senses. They make predictions and record their observations. Children are confident in using the computer. They use a small range of tools and equipment to explore and to construct. Children are beginning to understand past and present. They compare photographs of themselves as babies. They learn about other cultures and beliefs through planned topics. They find out about the natural world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely. They competently use the climbing frame. They show good co-ordination when climbing, running and balancing. They use a range of equipment such as bats, balls, and hoops with skill. Children are developing an understanding of the importance of keeping healthy and personal hygiene. Their fine motor skills are developing well. There is a lack of clear plans for outdoor physical play to ensure that all children are developing and making progress.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their senses to explore. They join in enthusiastically in singing activities. They use musical instruments but there are less opportunities to explore rhythms. Children use their imagination and act out well-known scenarios during role-play. Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences and ideas. At times activities are cut short by the timetable which restricts children's creativity.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- continue to develop the assessment process so that the next steps for individual children's learning are identified and used to inform future planning
- make greater use of everyday practical activities and situations to extend children's learning and development.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.