



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Just Learning Nursery
Ffordd Trion
Broadlands
Bridgend
CF 31 5EX**

Date of inspection: November 2011

by

Elizabeth Anne Mayo

for

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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About the setting

Just learning Nursery is an English-medium setting which serves the Broadlands area of Bridgend. The setting, which opened in 2004, is part of Just Learning Ltd which has several similar nurseries across the UK. Jonathan Bell, Managing Director, is the registered person for the setting.

The setting meets in a purpose-built single storey nursery and serves an urban area. Children who attend come from a range of backgrounds. The nursery is able to offer provision for 108 children in total and admits children from the age of six weeks. The setting is open Monday to Friday from 7.30am to 6pm and is only closed on Bank Holidays.

At the time of the inspection, 18 children between the ages of three and four years were registered. Six children were funded by the Early Years Partnership. Ten children were present during the inspection.

Nearly all registered children have English as their first language. One child has English as an additional language. There are currently no children with additional learning needs (ALN), although the nursery's admission policy makes it clear that all children are welcome, including those with ALN.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in November 2011. The setting was last inspected by Estyn in 2005.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The setting's current performance is good because:

- all children enjoy learning and make good progress;
- all children are happy, behave well and have good relationships with adults;
- it provides a wide range of stimulating experiences which motivate children to learn; and
- there is a very strong team ethos in the nursery and all practitioners work well together

Prospects for improvement

The setting's prospects for improvement are good because:

- leaders and managers have a strong commitment to improve standards and provision;
- staff respond well to advice and are reflective practitioners; and
- self-evaluation procedures are embedded and form an effective basis for improvement planning

Recommendations

R1. Continue to improve provision for and standards in Welsh Language Development.

R2. Further develop children's standards of independence, giving them greater opportunities to decide how and what they learn.

R3. Effectively plan and use continuous provision for outdoor learning.

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most children achieve well and make significant progress across all areas of the Foundation Phase. They demonstrate good levels of knowledge and understanding in line with their stage of development and ability. All children are able to sustain concentration and help to tidy away resources at the end of sessions. They work well alongside other children and with adults. Most cope well with new experiences and are confident learners.

Most children apply their skills well to a wide range of play and learning activities. Most have good communication skills and talk eagerly about their experiences, for example, many recall significant details about their recent visit to the Porthcawl Lifeboat. Nearly all join in with songs enthusiastically; enjoy listening to stories and sharing books with adults. Many also show an interest in writing and frequently take opportunities to mark make in role play areas. They particularly enjoy making marks in response to music. Many children recognise their own name and confidently self register.

Children make good progress in the development of early mathematical skills. Most children can sort, match and sequence numbers accurately. They are able to count objects and use mathematical language in their play.

Children's creative and investigative skills are developing appropriately as they use a variety of media. Many children play games independently on the computer and enjoy using programmable toys.

All children enjoy physical activity and move well when playing in the garden and responding to music. Most children ride small bikes confidently.

Overall, children are making adequate progress in developing their Welsh language skills. Their response to instructions, songs and greetings are at an early stage of development. A few children are becoming more confident about using Welsh phrases.

Wellbeing: Good

Children settle well when entering the nursery and quickly become interested in activities. They have positive attitudes to new experiences. All children are developing an appropriate understanding of the importance of healthy eating and taking physical activity. Children enjoy sharing breakfast, snacks and lunch together,

eating a wide range of healthy food prepared for them. Children help to serve each other. Most are aware at an appropriate level of the need to wash their hands before eating or after using the toilet.

Behaviour is good. Children are polite to each other and adults and follow appropriate routines. Most take turns, share toys and cooperate well. They confidently ask adults for help and know what to do if they feel unwell or are hurt. Although children contribute some ideas about what they are going to learn this is under developed. Nearly all children participate enthusiastically in play and learning activities and confidently make choices about what they like playing with. Children enjoy going to the post box to post letters on behalf of the Nursery Manager and to the local Chinese take away to purchase food when celebrating the Chinese New Year.

Key Question 2: How good is provision?	Good
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Learning experiences: Adequate

The setting provides all children with a broad range of activities across all areas of learning. These stimulate, engage and challenge most children to learn effectively. Practitioners work well together to plan activities based on the Foundation Phase Child Development Profile and Skills Framework.

Activities effectively develop communication, numeracy and information and communication technology (ICT) skills. Practitioners know children well and respond appropriately to children's varying needs and abilities. However, children are not given enough opportunities to make choices about what or how they learn or the resources they will use.

Although the setting makes use of the outdoor area for a number of activities, continuous provision for outdoor learning is not always sufficiently well planned. As a result, children's experiential learning and ability to take risks is limited. Visitors and visits to places of interest are used effectively to enhance children's awareness of the wider community.

Children learn about other countries and cultures through celebrations such as the Chinese New Year and Divali. Practitioners provide appropriate opportunities to promote the Welsh language during whole group activities, for example, circle time and singing sessions. However, incidental Welsh is not used regularly enough with the children. Children are provided with appropriate opportunities to develop an understanding of Welsh traditions and culture. The setting is in the early stages of developing children's understanding about the importance of sustainability.

Teaching: Good

The quality of teaching is good. Practitioners have a secure understanding of the Foundation Phase and use a suitable range of approaches to stimulate play and active learning experiences which children clearly enjoy. Children respond well to staff efforts to make learning fun.

Practitioners are good role models for the children in the setting and support their language development skills well. Adults give children enough time to complete a task or develop an idea and intervene appropriately and sensitively when needed. The best teaching occurs when practitioners challenge children effectively.

Practitioners provide children with helpful oral feedback as they learn. Observational assessment is carried out on a regular basis. Children's progress and wellbeing are tracked across all areas of learning. Overall, assessment is used to inform the next steps in children's learning.

Parents are kept well informed about their children's educational progress and well being through formal and informal meetings and detailed end of year written reports.

Care, support and guidance: Good

Effective arrangements are in place to support children's health and wellbeing. Practitioners provide good care and support for all the children. Children feel safe within the setting and have a clear understanding of whom to approach if they need help.

Learning experiences are used effectively to promote children's spiritual, moral, social and cultural development. Shared eating times and daily circle time provide good opportunities for practitioners to support the development of children's personal and social skills and reinforce the importance of care and respect for others. All practitioners encourage children to take responsibility for their actions.

Induction arrangements and transition procedures throughout the setting combined with the strong caring ethos of the setting mean that children settle quickly into daily routines.

There are currently no children with identified additional learning needs but effective procedures are in place for early identification and support. The setting employs a practitioner with a qualification in additional learning needs and has appropriate links with relevant specialist services.

The setting has an appropriate policy and procedures for safeguarding. All practitioners receive relevant training and are aware of their roles and

responsibilities. The setting has a wide range of appropriate policies which meet legal requirements. Members of staff conduct regular risk assessments to ensure children's safety in the setting and on visits to places of interest.

Learning environment: Good

The setting is an inclusive community which treats all children equally and successfully promotes the importance of valuing diversity. All children have equal access to all areas of the setting's provision.

Children have access to two rooms which are well organised and provide a wide range of experiences across all areas of learning. Good quality, easily accessible resources meet the needs of all children. Practitioners provide a welcoming, attractive and stimulating environment. Colourful displays include children's work and photographs of their activities.

Appropriate use is made of the well resourced outdoor learning environment to provide children with opportunities to support their physical development. The garden enables children to care for living things.

The setting employs enough qualified practitioners to meet the needs of all children. They have an appropriate knowledge and understanding of the Foundation Phase. Practitioners are well motivated and committed to improving their skills and make good use of training to develop their practice.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

Leaders and managers have a clear sense of purpose and vision for improvement. They share a commitment to offering good provision that helps children to achieve their potential in all areas of learning. They create a positive ethos where staff and children are valued and respected.

The setting has clear policies and aims which are understood and implemented well by all practitioners. There is a strong culture of self-improvement amongst practitioners and managers which helps to develop and maintain the good work of the setting. Regular meetings ensure that communication between practitioners, leaders and managers is good. An effective system is in place for the annual review of performance of practitioners and setting managers.

Leaders and managers use relevant information about the setting well, have a clear understanding of their role and work together effectively to successfully deliver the Foundation Phase.

Practitioners respond well to local and national priorities. They are fully involved in training and developments connected with the Foundation Phase. The setting has begun working towards the achievement of the ECO Schools Award.

Improving quality: Good

The setting has good processes to evaluate its strengths and areas for development. Practitioners demonstrate a clear commitment to continuous improvement. They make time to listen to children views and encourage parents to suggest improvements.

Practitioners reflect together with leaders and managers to identify issues for further improvement. For example, practitioners have identified the need to develop children's Welsh language skills and to recognise their name when written down.

Leaders and practitioners respond well to advice and support, ensuring that changes result in improvements in children's standards and quality of provision. The local authority advisory teacher's reports are used to support quality improvement. Practitioners make good use of Foundation phase training and have made some visits to other settings.

The setting's self-evaluation report is a useful document which links appropriately with the targets for improvement identified in action plans. Overall, the nursery has made good progress in addressing the key issues from the previous inspection.

Partnership working: Good

A range of partnership activities contribute to children's progress and well being. The setting has good relationships with the parents and carers of children in their care. Results from the pre-inspection questionnaire and discussions with parents show that parents are very satisfied with the care and learning experiences provided for their children.

There is a strong sense of teamwork in the setting. Practitioners work well together to plan and deliver learning experiences and to assess children's progress. The strength of this partnership supports the good standards achieved by children.

The setting has developed a good relationship with the local authority Foundation Phase advisory team. This partnership enhances the quality of provision and

outcomes for the children. The setting's good relationship with the local authority Child Care team supports the wellbeing of children. Arrangements for transition to local schools are effective.

Visitors from the community include a local fisherman and a parent to discuss healthy lifestyles. Such visitors and visits made by children to the local and wider community are used effectively to enhance children's learning and their wellbeing.

Resource management: Good

Managers make effective use of the funding available to provide enough staffing and resources to support children's learning. Practitioners are used successfully to make the best use of their time, expertise and experience. There are enough resources to enable children to meet the Foundation Phase curriculum.

The setting achieves good outcomes for children and provides good value for money.

Appendix 1

Responses to parent questionnaires

Analysis of the eight questionnaires returned by parents indicates good levels of satisfaction with the service provided by the setting. All parents are pleased with the progress their children are making and the care and support children receive in the setting. They are very pleased with the way their child was helped to settle into the nursery and feel that children are treated fairly and with respect. All parents feel that the nursery is well run and comment on how much their children enjoy coming to the setting. Nearly all parents feel that children are well prepared for moving on to school and that there are a good range of activities including trips or visits.

Response to discussions with children

All children like coming to the setting and enjoy the variety of interesting activities offered within the setting. They enjoy playing with friends and join in with real enthusiasm when acting out a story or taking part in an outdoor group activity. Most children are confident when speaking to adults and when taking responsibility for helping to serve cutlery at lunch time. Children understand the importance of caring for others and of behaving well. They know who to go if they are hurt and say that all adults in the setting are kind to them.

Appendix 2

The reporting inspector

Elizabeth Anne Mayo	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

If available, the data report can be found on our website alongside this report.