

# Joyful Gems Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY294889

**Inspection date**

28/07/2009

**Inspector**

Debra Davey

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Joyful Gems Day Nursery is run by Joyful Gems Day Nursery Limited. It is one of two nurseries owned by the same provider. It opened in 2004 and operates from a detached house. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in the London Borough of Greenwich. It is open each weekday from 08:00 to 18:00 all year round, excluding bank holidays and one week at Christmas. The nursery is registered on the Early Years Register. A maximum of 60 children may attend at any one time. There are 30 children on roll. There are 12 staff who work directly with the children. All have early years qualifications. The nursery works with the Greenwich Early Years Development Partnership.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Strong leadership and management, combined with an effective key person system, ensures that children are kept safe and feel secure in their personal development. Staff have clear responsibilities and work well as a team to plan for improvements. Information for parents is of good quality and regularly updated, to provide details of how children learn and thereby secure effective partnership working. Assessments are used generally well to support planning for children's learning and development and promote inclusion, ensuring that all children make good progress through the Early Years Foundation Stage (EYFS).

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the system for risk assessment for the outdoor area to ensure that all hazards are promptly identified and acted upon.
- improve the range of play materials for babies with particular attention to promoting their motor and sensory skills.
- improve the educational programme for the outdoor area to ensure that children enjoy more challenges in their learning.
- ensure that key persons use assessments to clearly track children's progress through the foundation stage of learning.

## **The leadership and management of the early years provision**

Good leadership and management ensures that adults are well informed about the principles of the EYFS framework. Support and advice is welcomed from the local authority to support staff development and training. Consequently there is an effective induction process and the setting has achieved an Investors in People status, which means that staff are valued and committed to providing a good service for children and families. An effective key person system means that staff

know children well and attention is given to inclusion, which supports children's progress. Systems have been developed to ascertain children's starting points and monitor their progress, although more attention to the evaluation of child observations is needed to ensure that their progress through the foundation stage is clearly tracked. Parents become involved in their child's learning and development through detailed feedback and information provided about their child's daily activity. This allows children to celebrate their individual achievements and breaks down barriers to learning. The nursery is generally well equipped for children although indoor resources for active toddlers cared for in baby room lack sufficient challenges for the age group.

Effective recruitment procedures ensure that staff are suitable to work with young children. Security procedures in place ensure that only authorised persons can enter the building. The premises and equipment are clean and well maintained, and staff keep children safe from accidents or emergencies through good procedures. Children are protected from illness and infection and parents are kept informed about any illness within the nursery, as well as useful current information about the recent flu epidemic. Regular written risk assessments are maintained for premises and equipment although lack sufficient detail when assessing the outdoor area. As a result, at the time of the inspection, one hazard remained in that accessible wood and bricks were present underneath one of the sheds. Otherwise attention to safety is managed appropriately. Minor weaknesses in the programme for learning and development, such as, planning for outdoor learning, have been identified through the setting's own self evaluation, which means that the capacity to maintain ongoing improvements is good.

## **The quality and standards of the early years provision**

Children are happy and remain purposefully engaged throughout their time in the setting. Babies are cared for by attentive staff who bond well with them through close relationships and fun activities such as singing and free painting. Older children sit and listen well during group times such as registration and story time. They enjoy the books that are read to them, as well as music activity in which they participate enthusiastically. Staff question children effectively, encouraging them to talk about favourite toys or television characters to promote their communication skills. Most children recognise their own name cards as they self-register, and older children attempt to label their own work and enjoy drawing letters on the chalkboards. Whilst all ages enjoy the experience of daily outdoor activity, it is not sufficiently planned for learning. As a result some activities lack challenge and freedom to explore when outdoors. However, planning for the indoor area reflects children's interests and helps them progress. Children's creativity is fostered through a good range of well resourced art and craft activities, as well as role play and music. They learn to count through a range of age appropriate games using educational programmes on the computer, number toys and sequencing through days of the week charts. As a result many children use numbers confidently in their freely chosen art work. Children use good manners as they sit together to eat their snacks and at lunchtime, remembering to thank the cook for the food she has prepared. They begin to make some healthy choices as they serve themselves with salad to accompany their meal and eat sliced fruit at snack time. Children follow

appropriate hygiene routines independently which minimises the risk of cross-infection. Their independence skills are promoted well as they pour their own drinks and fetch their own coats from the labelled pegs. Children's knowledge of the wider world is developing through weekly trips to the local library, fun days and outings. They develop their knowledge through good use of projects such as mini-beasts, fruits and growing in the garden. They learn about the natural world when outdoors and are able to identify creatures such as grasshoppers. They learn about animals through projects of Safari, and learn about their own bodies using giant teeth and brushes, as well as body posters. The value of this activity is significantly increased through the participation of staff who understands the children's interests and supports their ideas. In addition to this, the effective use of planning for the next steps of individual children ensures that all children are valued, in a culture that fosters respect for others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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