

# Jolly Time Nursery

Inspection report for early years provision

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**Unique reference number**

EY383804

**Inspection date**

18/11/2010

**Inspector**

Anahita Aderianwalla

**Setting address**

Chandos Recreation Ground, Camrose Avenue, Edgward,  
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**Telephone number**

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**Email**

**Type of setting**

Childcare on non-domestic premises

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## 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).

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## Description of the setting

Jolly Time Nursery is a privately run child care setting, registered in 2008. It operates from the Chandos Pavilion building, situated in Chandos Recreational Grounds in Edgware, in the London Borough of Harrow. A maximum of 45 children may attend the setting at anytime, in the early years age group, of whom 12 may be under two years old, at any one time. The nursery is open each weekday from 7.30am to 6:00pm for 52 weeks of the year. All children share access to a large secure enclosed outdoor play area. This provision is registered by Ofsted on the Early Years Register.

There are currently eight children on roll in the early years age range. Children attend for a variety of sessions. The nursery serves the local community. The pre-school employs five staff, and of these, four have an appropriate early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is appropriately fostered as attention is given to their safety and wellbeing. Firm relationships with parents are fostered to develop a consistent approach in meeting children's needs. Observation and assessments are linked to planning, which means that practitioners recognise children's next steps of learning. Staff demonstrate an sound understanding of inclusive practice to support children with special educational needs and/or disabilities and with English as second language. Systems are in place to begin to monitor and evaluate some areas of practice within the setting.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person who has a current paediatric first aid certificate must be on the premises at all times when children are present(Suitable people)
- 21/01/2011

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

- develop planning systems to include learning intentions and ensure all next

- steps are completed
- develop assessment and planning skills to identify each child's starting points, ensuring that they are clearly linked to planning
- develop the process for self-evaluation to ensure that there is clear identification of targets for further improvements .

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

Children's welfare is appropriately fostered as attention is given to their safety and wellbeing. Firm relationships with parents are fostered to develop a consistent approach in meeting children's needs. Observation and assessments are linked to planning, which means that practitioners recognise children's next steps of learning. Staff demonstrate an sound understanding of inclusive practice to support children with special educational needs and/or disabilities and with English as second language. Systems are in place to begin to monitor and evaluate some areas of practice within the setting.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a sound knowledge and understanding of the Early Years Foundation Stage, which enables children to make satisfactory progress overall. Systems for observations and assessment are in place and the new implementation of planning systems has recently been introduced. Observations and assessment are regularly recorded. However, not all the next steps for children's learning and development are completed in their records.

Staff are working with the local authority advisors to improve their skills. Staff know the children well and this helps to ensure that activities offer sufficient challenge for them. The nursery has a good 'starting point' booklet which contains detailed information of children's care, learning and development at home. Staff can use this for their initial planning of activities. However, such information is not fully completed for all the children, and as a result, this does not provide a comprehensive or effective basis for initial planning when children start at the nursery.

Children benefit from a bright and cheerful room, with ample space for exploration. They have access to a reasonable range of toys to stimulate their interest, such as low-level activity tables, a creative table, musical instruments and a variety of construction blocks. Staff are respectful and treat children with kindness and respect, for example, always talking to them with politeness. Children show they receive positive responses from adults by their confident and happy demeanour. they respect the children and children respond well towards the staff and each

other. Staff have included children's interests in their daily planning and adult led activities. For example, children have made Diwali and Eid cards, with the help of parents who visited the nursery. This helps children learn about each others' differences and similarities and promotes inclusive practice. Children behave appropriately and share their toys with each other. The nursery has a key worker system in place.

Children enjoy a range of craft activities using a variety of materials, such as card board boxes, paint and tissue paper. They make a collage from autumn leaves they have collected. They develop their small muscles using dough, and paint pictures with an assortment of brushes. Older children's writing skills are well developed and they are positively encouraged to mark their art work with names and captions. A range of books is available in each area of the nursery and children enjoy singing favourite nursery rhymes, with the use of props, such as a large bus, for the song 'Wheels on a bus'. Children play various games with staff and each other, with a selection of programmable toys that encourage counting and number recognition. Children chatter willingly with adults and each other and show they are confident communicators. This, coupled with their developing skills in technology and problem solving, contributes to promotion of their skills for the future.

Children benefit from a very large outdoor area as the nursery is located inside a park. They do have access to a enclosed garden space, however this is still being developed. The children make full use of the outdoor park where they have access to a large field, and large play equipment. This enables them to explore in safety and benefit from the open air. Children play on swings and climbing frames and balancing beams that promote good opportunities for climbing, and scrambling. They equally enjoy riding on their bikes and trikes inside the nursery on colder days. The staff talk to the children about stranger danger and they have practised a fire drill to ensure they are familiar with evacuation procedures in the event of a fire. Hygiene in the setting is promoted well. Staff follow daily cleaning routines so that resources and furniture are clean and safe and children show a clear understanding of the importance of washing their hands prior to eating or after using the toilet because staff provide consistent guidance. As a result they feel safe and secure in the setting. Children learn about the importance of healthy and nutritious food as they enjoy fruit and water at snack time. Children have use of an allotment and with the help of parents who teach them how to grow vegetables, they learn about where their foods come from.

## 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*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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