

Joyful Gems Day Nursery

Inspection report for early years provision

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Inspection date	30/03/2011
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Type of setting	Childcare on non-domestic premises

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Introduction

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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 of Charlton in the London Borough of Greenwich. It is open each weekday from 8am to 6pm 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 currently 38 children on roll, who attend for a variety of sessions. There are 11 staff who work directly with the children. All have early years qualifications. The nursery works with the Greenwich Early Years Development Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well developed knowledge of each child's individual needs ensures that the nursery promotes all aspects of children's welfare, learning and development with success, with only minor weaknesses in the observation and assessment systems. Strong partnerships with parents and other partners ensures that each child is respected and valued as a unique person and their individual needs are consistently met. All documentation is maintained to a high standard and careful consideration is given to ensuring children's safety. The setting has improved facilities for outdoor play since the last inspection for children's benefit. The management and staff team reflect on their practice on a regular basis and have a good understanding of areas for development. This ensures that the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- improve the systems in place to gather further information about children's starting points and use these to inform planning for children's learning
- strengthen systems for observation and assessment to encourage parents to become involved in the ongoing observation of their children and; ensure that the next steps identified for children are regularly followed up and reviewed
- further develop recognition of the variety of methods of communication and languages spoken , for example, with displayed words, picture cards and dual-language story books, so that children's experience of inclusion and diversity is extended and builds positive relationships

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding, with comprehensive procedures in place for protecting children. A robust recruitment procedure ensures staff with a range of experience and skills, who are suitably vetted, are employed. This impacts positively on the high quality of care and education offered, as well as children being kept safe. Staff attend additional training to keep their knowledge in this area up-to-date and designated staff fully understand their role and responsibility to protect children. The management place a high value on the professional development of all staff and individual training needs are effectively identified through induction, mentoring and appraisals. This results in a well-informed and motivated staff team who understand their roles and responsibilities and successfully create an environment which supports good learning opportunities for both the staff and the children. Good deployment of staff ensures children benefit from consistent relationships and a good level of individual support. Resources which are of good quality and range, are freely accessible helping children to make independent choices. This helps to create a positive and enabling environment for the children. Excellent policies and procedures and all records required for the safe and efficient management to meet all children's needs are well maintained to a high standard and reflect current legislation. Effective procedures are in place to ensure that children receive appropriate care in the event of an accident or if they need medication. For example, staff are familiar with emergency procedures and all staff in the nursery hold first aid certificates. Accident records are thorough, and children are further protected because the records are monitored to see if patterns are evolving. The environment, both indoors and outside, is kept safe due to thorough risk assessments that ensure potential hazards to children are minimised.

The management and staff team make good use of feedback from parents and the support of the local authority to review and evaluate the service. They continually make adjustments and improvements to ensure that the provision grows, develops and meets children's needs. Actions taken are well targeted to lead to improved outcomes for children, for instance, the development of the garden provides a new discovery area which ensures children enjoy more challenges in their learning outdoors. The management team have a clear vision for the future and plans are in place for further developments. Staff work closely with parents to ensure they have a good understanding of children's background and needs. They use effective strategies to ensure all groups of children achieve well and provide appropriate support where required, so that equality and diversity is effectively promoted. The setting have established strong relationships with parents. They receive comprehensive information about the setting through the notice boards, newsletters and day to day discussions, as well as meetings to discuss their child's achievements. Furthermore, the effective key worker system ensures daily discussions between staff and parents take place, when children arrive and leave, as well as written daily observations and regular review meetings ensures parents are kept well informed about their children's care and learning. However, the setting has not yet fully established systems to involve parents in contributing to the ongoing observation and assessment cycle to ensure they are fully involved with their child's learning. Nonetheless, the setting is fully aware of other

professional organisations and settings involved within the Early Years Foundation Stage. Liaison with local schools and effective transition arrangements enables children to settle quickly and supports continuity in meeting their needs when they move on.

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

Children attending Joyful Gems are happy, relaxed and enjoy their learning in a safe and caring nursery environment. They are provided with every opportunity to make their own decisions about learning and play and this enables them to follow their own interests. Staff have a secure knowledge and understanding of the Early Years Foundation Stage and use an effective key worker system to support children to achieve good outcomes. As a result children benefit from a well-balanced routine and take part in a wide variety of activities and experiences that support their development across all areas of learning. Staff know children well and make regular observations and assessments of the children's progress. These are used to inform planning although there are missed opportunities however, to further enhance the children's development when they first start as their developmental starting points are not fully recorded. Effective planning is in place and although staff are able to clearly identify the next steps for children's individual development, it is not always clear how these are followed up and reviewed in order to track progress towards the early learning goals. Behaviour is very positive as children form strong relationships with each other and with adults. Babies who are settling into the nursery are comforted and offered reassurance by staff and their peers. Toddlers are supported sensitively in becoming aware of the needs of others as well as their own, whilst firm friendships are evident amongst the pre-school children as they engage in conversation and play co-operatively together. Children are learning to value diversity and inclusion through access to a variety of resources and celebrations of annual festivals and special events that positively reflect the wider world and the diversity of the group. This area does not fully extend to learning about the variety of languages spoken in the nursery through the wider provision of dual language books and print in the environment for instance.

Children and babies are well occupied, stimulated and feel confident and at home at the setting. They are all eager to participate in the variety of activities provided including looking at books, building with construction equipment, playing imaginatively in the role play area with the dolls and cooking utensils as well as joining in with circle time sessions. Their self esteem and sense of belonging is encouraged as their art work and photographs of themselves are on display, including babies who are reassured when they see these including photographs of their extended family members. Children's communication skills are developing well. This is promoted through the staff who engage and interact well with the children asking them open-ended questions to make them think, access to a welcoming and cosy book corner and plenty of opportunities for children to socialise at the nursery. Pre-school children talk animatedly about a range of subjects. They state through discussion 'I love coming to nursery because I can

play with friends and play outside in the garden'. Babies are babbling, and starting to pronounce first words. They show pleasure as they join in with a range of familiar songs and action rhymes, smiling and giggling as they move their bodies along to the actions. In addition, toddlers explore emergent writing with a variety of materials. This is increasingly extended as they are developing their mark making skills and pre-school children who are beginning to form recognisable letters and numbers as they move through the developmental stages. Children develop their physical skills well through the stimulating and creatively designed outdoor play area available to children throughout the day. Pre-school children and toddlers skip, run, ride bicycles and scooters, and catch and throw balls with increasing control. Babies are gaining increasing control of their bodies as they are encouraged to crawl, stand and begin to make their first steps. Children have good opportunities to develop problem solving, numeracy and reasoning skills. Pre-school children count, learn to add and build structures with building blocks. They have daily opportunities to use programmes on the computer to develop their understanding of different concepts such as shape and colours. Toddlers are learning to count in sequence and enjoying singing along to numbers songs. Together, all these experiences ensure children develop a broad range of skills for the future.

Children are cared for in a clean and comfortable environment, where they have acquired good personal hygiene habits, because they are positively encouraged to wash their hands prior to handling food. Children are independent in the bathroom, because soap, paper towels and a bin for their disposal are easily accessible. There are good procedures in place to thoroughly protect the children from cross infection and contamination through the well thought out hygiene procedures in place for nappy changing. This ensures the personal care needs of the younger children are met. All children flourish as they access good opportunities for physical play. These include exploring the newly refurbished outdoor play area, with discovery areas and regular outings are planned to give children as much outdoor play experience as possible. For example, visits to a local 'Forest School' provide good opportunities for safe risk taking and, thereby, support physical and intellectual development. Here, children enjoy exploring and investigating nature, including younger children looking at insects and older children promoting their physical agility through balancing on logs. Children and babies are active or restful through choice and can relax or sleep in-line with their individual needs and parents' wishes. A varied and imaginative organic menu brought in by outside caterers, ensures children have a good awareness of healthy meal options and the opportunity to try new foods. Children enjoy healthy eating habits through their access to fresh drinking water throughout the day, as well as the meals offering a vegetarian alternative and lots of fresh fruit and vegetables. This ensures children are offered a healthy and nutritious diet. Children are developing good social skills at meal times. For example, they all sit at the table with staff who encourage them to make choices and discuss the foods they like. Adults are appropriately trained in food hygiene and first aid procedures, helping children to be healthy. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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