

Jolly Kids Day Nursery

St. Pauls Centre, 102a Church Street, ENFIELD, Middlesex, EN2 6AR

Inspection date

Previous inspection date

21/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are well supported in becoming capable and confident learners in a calm and inclusive environment, where their needs are very well known and supported.
- Staff provide a challenging and stimulating educational programme across all areas of learning, which enables children to enjoy a broad range of experience and supports them in making good progress overall.
- Children benefit from the positive working relationships that have been established between the nursery, parents and other professionals. This positively contributes towards their care and learning.
- The management team demonstrate a strong capacity to maintain continuous improvement as they set clear and realistic targets for future development.

It is not yet outstanding because

- The nursery has a large number of children attending that speak English as an additional language. However, there are no dual language books provided.
- There are missed opportunities for children to develop their independence and self-care skills. For example, by making choices, pouring their own drinks and serving themselves at snack time.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out observations of children and staff engaged in activities.
- The inspector engaged in discussions with parents, staff and the management team. The inspector also spoke to children.
- The inspector looked at a number of documents, including children's records forms, learning journeys and planning.
- The inspector toured the setting, including the garden area.

Inspector

Samantha Smith

Full Report

Information about the setting

Jolly Kids Day Nursery is privately owned and first opened in 2012. It is situated in a hall in the St Pauls Centre on the outskirts of Enfield Town in the London Borough of Enfield. The nursery is open Monday to Friday from 8am to 4pm term time only. The nursery is registered on the Early Years Register.

Children have access to a large hall and small outdoor play area. There are currently 26 children on roll. The nursery is in receipt of funding for the provision of free education for children age two, three and four years. The nursery supports children who speak English

as an additional language. There are four members of staff, including the providers and a volunteer working with the children. Both providers hold a relevant qualification and the other staff are working towards achieving a level 2 qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide dual language books, read them with children and share these with parents to enable them to enjoy books with their children and support their early reading skills.
- further develop opportunities for children to increase their independence by serving themselves and pouring their own drinks at snack times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy a calm but busy atmosphere where they engage in a range of purposeful activities. They are well supported by the caring and committed staff team, who show a genuine interest in children. This has a positive impact on children's learning and as a result most are making good progress, compared to their starting points. Children clearly enjoy attending the nursery. They are happy on arrival and eagerly join in an interested range of activities.

The attentive staff demonstrate that they have a good understanding of the range of needs of the children attending and they support this well. The nursery has a large number of children attending who speak English as an additional language. Many start the setting with little or no English and staff support this well through singing and story times. During song time, children confidently take hold of the microphone and sing songs of their choice, some even making up their own words and actions to familiar songs. When listening to familiar stories they enjoy repeating the familiar phrases.

Staff plan an interesting and stimulating learning environment, where children take an active role in their play. They have made the most of the small outdoor area, providing children with a range of play experiences, including sand play, growing and planting, a musical well, using home made instruments, like pots, pans and various utensils. Staff move around the hall, following the children's lead and engaging with them in their chosen activities. They use a various range of techniques well to support and extend children's

learning. For example, whilst children were playing with the play dough, staff use open-ended questions to encourage children to think critically and extend their vocabulary. Activities are adapted to meet children's individual learning needs. For example, whilst playing in the construction area the member of staff encourages the older children to develop their mathematic skills through counting. The younger children were encouraged to develop their physical skills as she encourages them to try to build a tower as high as they can. Children show an interest in books, as they freely access the book area and enjoy listening to stories and watching the animations from staff. However, they do not have any dual language books to further support the needs of the children who are learning English.

Staff record children's achievements through observations and photographs in their individual learning profiles These demonstrate that children are making good progress taking into account their identified starting points. They are using the milestones in the publication Development Matters in the Early Years to consolidate what they know about children and plan for their next stages of learning.

The contribution of the early years provision to the well-being of children

Children are happy and well settled in the nursery. They are constantly busy and enjoy a range of challenging and interesting experiences in this well planned and thought out environment. There is a good balance of adult led, and child initiated activities. Observation and assessment systems work effectively, enabling staff to plan and provide activities that are well matched to children's interests and capabilities. Consequently, children are being well prepared for the next stage in their learning. In addition, staff demonstrate a secure understanding of their role in supporting children through transitions to other settings and as they prepare to move onto school.

Behaviour is good and positive interactions show that children are happy, content and confident in their surroundings. Children are learning the importance of sharing and taking turns through consistent boundaries and positive role modelling from staff. They are learning to manage their own safety through gentle reminders and as they take part in emergency evacuation practices. They benefit from the secure and trusting relationships that they have established and the key person system works effectively in supporting new children in settling in. Consequently, children settle in quickly and soon become active and confident members of the nursery.

Good care routines and practices support children's well-being and good health. They develop good hygiene practices as they wash their hands after going to the toilet and before eating. They enjoy the provision of healthy snacks and they can help themselves to drinks when they are thirsty throughout the day. Parents provide lunch for those children that attend for a full day and staff ensure that these are appropriately stored. Overall, children are developing good levels of independence, tending to their personal needs and managing their own play. However, there are missed opportunities for them to develop this further, by serving themselves or pouring their own drinks at snack time.

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

The nursery is effectively led and managed. The registered providers set clear examples of good practice, and they clearly communicate their ambition and drive to staff. Staff work well together and are effectively deployed throughout the nursery, sharing clear roles and responsibilities.

Robust systems are in place to safeguard and protect children and systems are in place to ensure that all staff are suitable to work with children. Policies and procedures for the safe and efficient management of the nursery meet the requirements of the Early Years Foundation Stage. Staff demonstrate a clear understanding of their role in relation to these.

The providers have a clear understanding of the curriculum and they demonstrate a strong commitment to improving outcomes and promoting children's learning. Self-evaluation is robust, providing a clear overview of the nursery, including their strengths and areas for improvement. All action taken as a result is well targeted and carefully planned. Consequently, the nursery has made good progress since their registration. There are effective systems to manage staff performance and an effective mentoring system works well in developing good practice amongst the staff team. Staff are further supported in developing their knowledge and skills through an effective programme of professional development in place.

Staff have formed good partnerships with parents. They keep them regularly informed of their children's progress and they work well together to promote continuity of care routines. Parents speak highly of the setting and have noticed that their children are making progress, particularly in developing their English. They comment that their children regularly come home singing new songs that they have learnt and talking excitedly about the nursery. Some parents have also advised that they are keen to become more involved in supporting their children's early reading. The nursery has developed good links with other professionals, such as Early Years Advisors from the local authority. This allows them to seek advice and support should they require additional guidance or support. The staff also recognise the importance of developing links with others involved in children's care, for example, if children attend more than one setting.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY447939
Local authority	Enfield
Inspection number	799787
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	26
Name of provider	Jolly Kids Day Nursery Limited
Date of previous inspection	Not applicable

Telephone number	07572181116
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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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