

Witty Day Nurseries (Charlton)

176 Charlton Road, LONDON, SE7 7DW

Inspection date

29/10/2013

Previous inspection date

30/03/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- There is a stimulating and well-resourced outside area for children to learn through active play activities.
- Children enjoy attending the nursery and learn the routines quickly so feel settled.
- Parents are pleased with their children's progress and know that they can ask the friendly staff for advice on a daily basis.

It is not yet good because

- Staff do not always make the best use of resources and space to provide good quality learning experiences to keep children motivated and engaged in every area of the nursery.
- Not all staff use good questioning techniques to support children's language development and problem solving skills well.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke to members of the management team, staff and children.
- The inspector observed children's play both indoors and outdoors and the staff interaction with them.
- The inspector sampled a range of documents including policies, risk assessments and some children's records of achievement.
- The inspector talked to some parents and read other parental comments to obtain their views.

Inspector

Karen Callaghan

Full report

Information about the setting

Witty Day Nursery is run by Joyful Gems Day Nursery Limited. 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 7am to 7pm 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 48 children on roll, who attend for a variety of sessions. The nursery is in receipt of early education funding for two and three year-olds. There are 14 staff who work directly with the children. The manager holds an Early Years Professional Status and all other staff hold a National Vocational Qualification at Level 2 or 3 in early years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide a rich and stimulating indoor area for children to learn effectively, particularly to support their imaginative development

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

- further support staff to make greater use of questioning in order to support children's language and problem solving skills.
- make stronger links with local schools in order to support their further development and provide continuity of care.

Inspection judgements

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

The atmosphere in the nursery is generally busy and purposeful. Babies are calm and contented and well supported by caring staff in a cosy room. Older children enjoy learning overall through an appropriate range of play opportunities. Staff are friendly and welcoming and most know the children well. They encourage each child to engage in a range of activities. Children are generally able to follow their own interests and choose from some suitable and labelled resources. However, while these are easily available to the children they are not always well looked after and are not fully inviting to children. Also, while staff have set out role play areas for children to act out and engage in

imaginative play, resources are not set out attractively or managed well in these areas. This means that children do not engage successfully with resources or activities that promote their imaginations.

Staff plan a programme of activities to cover the seven areas of learning both indoors and out. Some areas used by the children are well resourced but this is not consistent throughout the nursery. There are opportunities for early writing, painting and model making and quiet areas with rugs and cushions for reading, resting and talking to friends. Children have access to the large outside area daily and this allows the children to continue their learning both inside and outside. Children dig in the soil to find worms and are excited to look through magnifying lenses and watch the worms move. Several children say they have found snakes and some staff ask them questions about size to make them think. Staff encourage them to handle the worms carefully and observe the lines on their bodies. The children are asked to draw what they can see and put on the lines, to think about features of living things around them. However, staff do not follow all opportunities to encourage children to fully develop their language and thinking skills. For example, some newer staff are not confident to communicate with children during activities.

Children's physical needs are well catered for with opportunities to climb and ride scooters and tricycle. There is a log bridge for them to balance along and children can practice their hand-eye co-ordination skills by throwing and catching. The staff give praise to encourage them and offer help when needed. Toddlers have their own safe area sectioned off in this garden where they can crawl through a tunnel, push buggies and ride on rockers which are suitable for their age range.

Systems are in place from the start of the child's placement in the nursery to record the child's needs and starting points. Parents fill in a form is filled to record the child's likes and dislikes including food, when they like to sleep and what they like to play with. Each child has their own key person who gets to know them well and this ensures that the child feels safe and has someone to support them. Arrangements for children to move between the three rooms are carefully planned for. Children move rooms when the staff decide that they are ready to move on according to their development. The nursery has found some difficulties in making strong links with local schools but they send end of year reports to support continuity from one stage of development to another. Staff record children's by observing them at play and staff plan for their next steps in learning in every area of the curriculum. Staff make regular reports to parents so that they can support children's learning at home.

Staff give children opportunities to learn to count for instance when they are counting out spoonfuls of flour for cooking; they compare sizes by saying what worm is the biggest. Older children attempt to write their names by labelling their drawings. They learn the sounds of letters through songs and rhymes and can identify their names on their coat pegs. They join in with actions readily at circle times when they are read exciting stories; they shout out the repetitive chorus. This demonstrates that they are encouraged to have a love of books and this is further extended by being able to take home a book to share with their parents every week.

The children are provided with organic meals at lunchtime. They have a choice of two menus every day which include a variety of dishes from around the world for instance rice and curry and pasta. Sometimes children make their own soup by buying fresh vegetables from local shops, learning to chop and cook the ingredients. Staff say they really enjoy this activity with the added benefit of them eating a healthy diet. Children with special diets or allergies have their own choices and are safeguarded by having their photograph displayed on their table mats for all staff to check. Children are able to eat fresh fruit and vegetables during the day as snacks so they are able to learn about healthy choices. Children learn good hygiene habits. For instance they wash their hands before eating, after playing with messy activities and after using the toilet. They learn to manage their own care by taking off their shoes and collecting their own covers for sleep time and independence by helping themselves to water and scraping out their plates after dinner.

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

Each child has a key person which helps them to form secure and warm relationships. The key person gets to know the children well and this helps most children to gain in confidence and feel secure and settled in the nursery. Staff have positive relationships with parents and have time to chat to them each day about the needs of their children. In the baby room parents have a diary in which the staff write the baby's routines such as what food they have eaten and their sleep times to inform the parents. Every two weeks each room in the nursery informs the parents what they are setting out to teach or provide for the children in the form of a display in the entrance hall. The nursery also holds parents' evenings to share the children's record of achievement with them and to gather parents' views.

Children are happy to enter the nursery and the majority co-operate and learn to play with their friends. Staff praise appropriate behaviour and tell children to play nicely with others. However, there are times when some children find it hard to take turns or take care of resources. Staff do intervene in children's boisterous play and remind children how to play sensibly. Older children tiptoe into the baby room to have a sleep in order not to disturb the little ones.

Babies respond to verbal and non-verbal communication. The use of sign language helps them to learn language quickly. The nursery supports the youngest children well. Staff chat to the babies at their level and engage them with puppets and songs while smiling at clapping. They watch them carefully and praise them when they climb up the three little stairs holding on to the banisters as they go. There are photographs of family members displayed to make the babies feel at home. The babies seek reassurance from staff when they move round the room and they have good eye contact which makes them feel safe. There are many multisensory toys for them to explore and this engages their interests.

Children have opportunities to learn about the world around them by going out on trips to the local community. For example they visit the shops to buy ingredients for cooking activities and they visit the local park and a zoo to extend their experiences. This helps the children to develop confidence and independence away from the nursery. Staff arrange an

annual fun day in the summer where children and their families meet informally.

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

The nursery checks for hazards on a daily basis and recently soft foam has been added to all exposed corners to make the premises a safer place. The children are safeguarded through effective management and relevant policies and procedures. Arrangements for safeguarding children within the nursery are suitable. Staff attend relevant training, ensuring their knowledge is up to date and this means they can take prompt action if they are concerned a child is at risk of harm. Notes are made of all accidents, both inside the nursery and injuries that occur at home with the actions taken. The manager is able to follow correct procedures to notify relevant agencies to safeguard children.

Staff have appropriate first aid training and there are named first aiders throughout the nursery. Entry to the nursery is by electronic devices and all visitors sign in; there is a high fence around the large play area outside. The nursery staff have named parents and carers who are allowed to collect the children. When the children are taken out, detailed risk assessments are consulted and the children wear high visibility jackets. Recruitment procedures include the completion of checks which help to ensure the suitability of staff. Staff practice is monitored by the manager and there are clear guidelines for improvement and support from senior staff when new recruits start.

The nursery manager works closely with all her staff and seeks advice from the local authority when problems arise. The manager undertakes self-evaluation with her team every year, which aims to accurately pinpoint areas for improvement. Staff seek parents' views through questionnaires and children are encouraged to say what areas of the nursery they enjoy most. From this process priorities for improvement have been added to the self-evaluation document including continuing to encourage parents to participate in all nursery activities. The educational practices of the staff are appraised on a regular basis and staff are able to attend a number of training courses to further their professional knowledge. For example, the manager held a training day recently for all staff setting out areas of improvement in order to aim for high quality practice.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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.
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY294889
Local authority	Greenwich
Inspection number	930580
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	60
Number of children on roll	48
Name of provider	Joyful Gems Day Nursery Limited
Date of previous inspection	30/03/2011
Telephone number	0208 319 2007

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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, which are usually the childminder's 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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