

# Gaytime Day Nursery

18 Stanley Park Road, Wallington, SM6 0EU

## Inspection date

Previous inspection date

30/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff use very effective strategies to promote the children's skills in communication and language. This enables children of all ages and abilities to make excellent progress.
- Staff are highly effective in implementing activities that support children's growing understanding of healthy lifestyles. This means children effectively learn to understand the importance of healthy eating, good hygiene and exercise.
- Staff implement effective strategies that prepare children for their transition to school and successfully help to ease any of their fears.
- Extremely effective partnerships with parents mean that the needs of children are well met. Therefore, children are making excellent progress and the cohesive approach is successfully promoting their learning.
- Management is highly successful in identifying the strengths and weaknesses of the provision. Managers effectively evaluate and drive improvement. This means that the outcomes for children continually improve.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children and staff's interaction in all the main play areas of the nursery, including the outside area.
- The inspector spoke to children, staff and parents during the inspection.
- The inspector discussed leadership and management with the management team and carried out discussions throughout the inspection regarding staff support, supervision and practice with both the manager and the director.
- The inspector sampled a range of documentation, including the safeguarding policy, evidence of staff's, and the premises' suitability, risk assessments and accident and medication records.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

Gaytime Day Nursery is a privately owned nursery and is one of five nursery settings and 16 out of school clubs of the Jancett Childcare and JACE Training Ltd. They have been operating since 1969 and re-registered due to change in business status in 2014. It operates from a detached property in Wallington, in the London Borough of Sutton. There are four group rooms where the children are based. Children have access to an outside area divided into sections to reflect various ages and abilities, as well as a sensory room. The nursery is open each weekday from 7am to 6.30pm, all year round, apart from Christmas and bank holidays.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 80 children attending in the Early Years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years of age.

The provision employs 14 members of staff. Of these staff, twelve, including the manager holds appropriate early years qualifications. Two members of staff are working towards a childcare qualification.

### What the setting needs to do to improve further

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

- consider smaller groups at story time to enhance children's enjoyment of stories, particularly with children aged two and three years.

### Inspection judgements

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

Children are making outstanding progress towards the early learning goals of the Early Years Foundation Stage. This helps them prepare well for school and their future learning. Children enjoy practising physical skills during a variety of activities. For example, they thoroughly enjoyed engaging in a fishing game where they learned to coordinate their movements by using a fishing rod to hook out creatures from a water tray. Children show high levels of motivation and confidence in sharing ideas and playing cooperatively. They independently chose activities such as threading around different animal shapes and then confidently advised other children of where they had made errors and how to correct it. Older children also confidently approach visitors and demonstrate curiosity by asking them who they are and what they are doing. Staff provide very stimulating activities to help children gain an understanding of the world. For example, children thoroughly enjoy first hand experiences of touching and seeing live and exotic reptiles that an outside agency

brings into the setting. Babies enjoy exploring a variety of sensory items, which are natural and manmade in a treasure basket. The staff also allow the younger children to take time in exploring textures of the materials they use in their creative artwork, such as rice and pasta. Staff encourage almost all children to successfully enjoy and engage in story time sessions. For example, they use different voices and tones when reading to them and encourage children to participate when possible. This helps them to develop their early skills in reading.

The quality of teaching overall is extremely good. Children of all ages have excellent support for their language development. Almost all the staff are highly skilled at interacting with children. For example, with the babies the staff consistently talk about what they are doing, which helps the babies to associate actions with words. With toddlers, staff listen carefully to what children say and repeat or extend their sentences. This consolidates the children's growing vocabulary. Staff also use effective strategies such as 'show and tell' activities. They use meaningful questions to stimulate public discussion with the more able children. This gives the children opportunities to think, focus and gain confidence in conversational skills. Staff are also skilled at teaching and extending children's critical thinking skills, so they become confident and independent learners. For example, when children said they wanted to use the computer staff encouraged them to reflect on their own learning by asking questions such as, 'What do you have to do to get the programme you want?' As a result, children delight in showing what they know and eagerly talk about what they need to do.

Staff use information from assessment to support children's learning effectively. They successfully identify children's starting points and complete regular observations and summaries of children's development including the required progress check for two-year-old children. These show achievements and concerns when arising and identify the next steps in learning. Staff then use this information, in addition to themes, topics and the children's interests to effectively plan children's individual development. Staff monitor children's progress well by linking their observations to the age and stage of development. This helps them to successfully identify and address any gaps in the children's learning.

Partnerships with parents are extremely effective. Parents are valued and staff welcome and implement parents' suggestions regarding children's learning and care. Staff effectively encourage parents to take an active role in supporting their children's development at home and in the setting by working successfully with them. For example, staff share with parents how they can support and extend their children's literacy skills, by sharing information on the phonic sounds of the alphabet. Parents receive regular information about their children's learning and progress, which in turn encourages a cohesive approach in supporting the children's learning.

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

There is a well-established and very effective key-person system in place. This provides good continuity and consistency of care for the children. Staff implement effective strategies to help settle new children in. For example, they encourage parents to

participate in settling-in visits and gather detailed information about the children's interests and routines at home. This enables staff to have a good understanding of children's individual needs or routines and continually meet them. For example, babies are able to use their dummies within the setting, which in turn helps to make them feel safe and secure. Children are very happy and display confidence in talking and playing with all staff. For example, babies who are relatively new to the setting contently explore equipment alongside staff who offer cuddles and reassurance. Older children confidently inform staff of their needs when engaging in activities. For example, they inform staff confidently what they want and do not want to eat during meal times.

The learning environment is child friendly and extremely well resourced. It has a wide range of child-accessible, quality resources both inside and outside the premises. This provides a high level of independence. Staff organise space and resources very well in all areas to meet children's needs, promote play, independence and decision-making skills.

Children are very active. They have access to healthy, well-balanced meals. Staff are highly effective in supporting children's growing understanding of a healthy lifestyle. For example, older children grow and sample a vast range of vegetables fruit and herbs. Children's independence in self-care skills is promoted well. For example, staff encourage the older children to clean their teeth after their main meals and young babies are encouraged to eat finger foods by themselves. In addition to this, the older children have opportunities to prepare their own snacks and staff talk to children of all age groups about the importance of healthy food as they enjoy their meals.

Children's behaviour is extremely good. Older children have an excellent understanding of what staff expect of them and are developing secure confident relationships with both staff and their peers. Children are assertive about what they know is right. For example, children served their own meals and they said, 'It's my turn,' when another child tried to intercept. Staff encourage collaborative working effectively and as a result, children enjoy taking on responsibilities for tasks such as helping to tidy away activities. They show a genuine interest in the activity, as well as showing pride when they have done a good job.

Staff are very effective in helping children prepare for moves within the setting and into the new schools so they feel happy and secure. Staff welcome parents to participate in visits with their child to their new rooms. This in turn helps children gather confidence and familiarity. Children are able to meet their new teachers and discuss the routines of their new schools. In addition to this, staff provide focused activities which are similar to the routines that children will participate in at school. For example, children enjoy a physical education session where they are invited to change into appropriate clothing. These strategies help the children feel confident when they ultimately transfer.

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

The leadership and management team have an outstanding understanding of their roles and responsibilities in meeting the learning and development requirements of the Early

Years Foundation Stage, including overseeing the educational programmes. A very strong management team leads the nursery and demonstrates passionately an extremely strong drive to improve outcomes for children. They use a wide range of resources to critically evaluate, reflect and improve on their practice. For example, they conduct ongoing self-evaluation, monitor staff performance and invite parents and staff to share their thoughts and views through questionnaires and meetings. As a result, new initiatives such as growing areas for children and role-play houses have been introduced in the outside area. These clearly benefit children's development of imagination, understanding of the world and physical skills. Management is keen to develop further children's learning in the outdoor area by providing additional equipment and materials that promote an understanding of size, shape and measure. They are also in the process of developing a water-wall of different connecting drainpipes.

The leadership and management team have an excellent understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment, vetting and induction procedures are extremely robust. For example, all new staff are given a full two-day induction in their first week. This is to give them time to read and consolidate their understanding of the policies and procedures and means they are fully aware of their roles and responsibilities in meeting the children's individual needs. All the staff keep the children safe within the nursery, taking all positive steps to minimise risks and ensure their safety. For example, a strict ban is implemented in the nursery around the use of mobile phones and these are all kept in the manager's office. In addition to this, the staff are vigilant in keeping records of visitors' attendance hours and are consistent in ensuring the safety gates are always closed and locked after use. Staff have an excellent understanding and are fully aware of their responsibilities in safeguarding children's welfare and are very confident in knowing the referral procedures to follow.

The manager carries out regular observations of staff, closely monitoring their strengths and identifying any areas for enhancing their practice. She is highly skilled at assessing how staff interact and communicate with children to support their learning. Regular supervisions and appraisals very successfully identify areas for professional development and allow opportunities for staff to discuss any issues concerning children's development or well-being. Management is very supportive in facilitating and supporting the staff's learning. For example, the manager works closely with two staff and their mentors who are currently studying for a childcare qualification.

The nursery has very effective systems in place to share information with parents, for example, through displays around the nursery. Information on children's development is also shared through emails as well as daily conversations and regular parents' evenings. Parents are very happy with the service provided. They feel the strengths of the setting are the friendliness of the staff and the organisation of the environment and how it successfully meets the needs of children. Staff make good use of links with other agencies to promote areas of learning. For example, a music teacher attends the setting to help children explore musical instruments and develop an understanding of rhythm. Another company has also been booked to visit the setting to promote children's understanding of road safety. Although there are no children currently attending that are learning English as an additional language or have special educational needs and/or disabilities, staff

demonstrate through discussion a good understanding of promoting inclusion. As a result, children receive the support they require to help close any identified gaps in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	EY469988
<b>Local authority</b>	Sutton
<b>Inspection number</b>	956695
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Jancett Childcare and JACE Training Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0206 691725

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

