

Jolly Time Nursery

Chandos Recreation Ground, Camrose Avenue, Edgward, London, HA8 6AH

Inspection date

08/10/2014

Previous inspection date

18/11/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not provide enough challenging, enjoyable experiences for children and do not assess their progress well. Therefore, they do not adequately promote their learning.
- The key-person system is not effective, which affects children's well-being.
- Mealtimes are poorly organised which compromises children's well-being and safety. The cook does not have a food hygiene training certificate.
- The premises and resources are not clean or well maintained and risk assessments are not effective. Staffing arrangements are poor and do not promote children's safety, and staff do not consistently maintain a register of children's hours of attendance.
- The provider has not identified a named Special Educational Needs Coordinator.
- The provider does not have adequate systems in place for staff supervision or to evaluate practice to drive improvement.

It has the following strengths

- Staff engage well with children during singing activities to promote their language development.

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 sampled documents that are used to support practice in the setting.
- The inspector discussed the systems used by the management team to observe and record the children's progress, and to support their learning and development.
- The inspector completed observations of the children engaged in activities.
- The inspector offered the manager the opportunity to conduct a joint observation.
- The inspector talked to parents, staff and children, and held regular discussions with the management team.

Inspector

Julie Biddle

Full report

Information about the setting

Jolly Time Nursery registered in 2008 and is privately run. It operates from the Chandos Pavilion building, in the London Borough of Harrow. Children have use of a playroom on the ground floor. There is an enclosed garden for outside play. The nursery is open each weekday, from 7.30am to 6pm, all year round. The nursery is registered on the Early Years Register. There are currently 42 children on roll. The provider receives funding to provide free early education for children aged two, three and four years. The nursery staff currently care for children who are learning English as an additional language. There are seven members of staff, all of whom hold appropriate early years qualifications. One member of staff has Qualified Teacher Status.

What the setting needs to do to improve further

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

- develop staff knowledge of the learning and development requirements so they can consider the individual needs, interests and stage of development of each child, and use this information to plan an enjoyable, challenging experience for each child, in all areas of learning and development
- improve the system of assessment, including implementing the required progress check for two-year-old children, to ensure assessment is focused and precise and shows how children make progress in their learning
- improve the key-person system to ensure the emotional well-being and welfare needs of the children are met when children are settling in at the nursery, and throughout the day
- improve staffing arrangements and the supervision of children at all times, including on outings, to ensure the safety and well-being of all of the children
- improve the organisation at mealtimes to ensure staff help children to eat and enjoy their food
- ensure those staff responsible for preparing and handling food are competent to do so, and receive training in food hygiene
- ensure the premises, including outdoor spaces, are fit for purpose by keeping premises and equipment clean and safe for children to use, ensuring the premises are secure, and by being aware of and complying with requirements of health and safety legislation, including hygiene requirements
- improve the systems for registration to ensure all hours of children's attendance are fully recorded
- ensure there is a named Special Educational Needs Coordinator (SENCO) in place so the needs of children with special educational needs and/or disabilities are fully met
- improve systems for staff supervision to provide clear support, coaching and training in order to improve staff practice, and the quality of provision for children
- improve the programme for physical development by providing more opportunities for children to learn and talk about ways to keep healthy and safe

- improve the systems for risk assessment to ensure staff and children are not exposed to risks

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

- develop the systems for self-evaluation to identify the strengths of the provision and clearly target areas for development in order to improve outcomes for children.

Inspection judgements

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

Staff have a limited understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, they do not adequately promote children's learning and development. Although there are systems in place to observe, assess and monitor children's development, this is not done routinely and there are gaps in the systems used. This means the children's individual needs and learning abilities are not adequately met. In addition, the planning and assessment systems do not shape the learning experiences for the children. This means staff do not fully challenge children and help to develop their learning. Staff work with parents to obtain some information about children's initial interests and capabilities but; do not fully use this in their planning for the children. This affects how well staff are able to support children's early learning and development. The staff do not complete the required progress check for two-year-old children. This means they are unable to identify children's strengths and any areas where their progress is less than expected in order to fully promote their learning and development.

Staff deployment is poor and there are times during the day when the nursery is chaotic and children are not safe. In general, children confidently move around the nursery and make choices from the resources and toys available. However, many of the resources are dirty and do not work. For example, toys requiring batteries do not work. This limits children's choices and enjoyment in their play.

Staff planning is not effective. As a result, staff are unclear what they should be providing for the children. For example, children were unable to play in the water because staff had failed to fill the tray. In addition, staff are not clear about their role in teaching children as they complete activities. For example, children sat for an extended period rolling tissue paper into balls. Little interaction with the children meant that staff did not know what they were doing or why. In addition, on an outing to the park staff asked the children to collect leaves and to listen to the sound of the wind in the trees. However, staff did not plan the activity effectively. Children did collect leaves and at one point the group stopped to listen to the wind. However, staff spent a lot of time shouting children's names when they ran ahead of the group. Staff explained to the children about staying together, however they did not track this and were not consistent in their guidance to children. This

means there were times during this activity when children were not safe and became confused by mixed messages. Children had fun playing on the large playground equipment. Staff encouraged them to climb, swing and slide. There was lots of laughter as the children sang songs as they used the swings together.

Staff provide activities that help children to settle into the nursery. For example, children enjoy opportunities to make a friendship tree and flags. They make happy faces for the tree using paper and glue. The flags are colourful and show how the children have made choices about colours. The children enjoy the opportunity to play in the outdoor area. They have fun as they use bikes and cars to move around the play area. However, mats in the outdoor area are frayed and pose a choking hazard. The sand pit contained a small amount of sand and on the day of the inspection it was muddy and very wet, which meant the children were unable to access it.

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

The health, safety and hygiene procedures are weak and there are times during the day when children are not safe or monitored through close supervision. Therefore, the provider is breaching a number of the Early Years Foundation Stage requirements. Staff do not immediately register children's arrival and departure times and, as a result, children are unaccounted for. Staff deployment is poor and, although there are sufficient numbers of staff on site, they are not clear about their roles and responsibilities. For example, when preparing snack, staff were not sure if children were helping to slice the fruit. As a result, some children were able to help while others were not sure what to do.

The nursery operates a key-person system. However, this system is not evident in practice. For example, during the inspection, key persons did not approach children who became upset for prolonged periods of time. As a result some children fail to make secure attachments and become distressed during the day. In addition, the weaknesses in key staff promoting children's individual learning and development needs affect children's well-being.

Staff remind the children of the importance of washing their hands before mealtimes. This means the children begin to gain an understanding of their own personal hygiene needs. However, this is not consistent and poor staff deployment means some children wash their hands while others do not, which poses a risk of cross infection. Mealtimes are poorly planned and staff do not monitor how much food children have eaten. As a result, some children throw most of their food away and leave the table. Some children have dessert and others do not. In addition, some children walk around with food in their mouths which poses a choking hazard. The provider has a new cook, however, there is no evidence to prove she has attended food hygiene training. This means there are regular occasions when food is prepared by untrained staff.

Children's behaviour in general is suitable, although behaviour management strategies are inconsistent and not followed through by staff. For example, staff asked children to pick up toys and to stop running but this was ignored by children and left unchallenged by

staff. This means staff do not successfully help children to develop an understanding of keeping themselves and others safe. In addition, the emergency evacuation drill is practised in the morning only. As a result, children attending in the afternoon do not have the opportunity to develop an understanding of how to evacuate the building. This also limits opportunities for them to learn and talk about keeping safe.

Safety measures and risk assessments in the setting are poor. Keys are left in the door in the baby room and this door leads to the outside area. There are occasions during the day when children are left unattended in rooms. Furthermore, there are broken tiles with sharp edges at child height in the bathroom. This has a further impact on the safety and well-being of the children.

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

The provider is in breach of a number of safeguarding and welfare requirements. There is no longer a named special educational needs coordinator. This means staff do not have clear systems to follow when they want to discuss any emerging concerns about children. Staff report they receive regular appraisals, which means they do have some opportunities to develop their continuous professional development. However, the training, and a lack of effective supervision, has had a limited impact on improving their understanding of the learning and development requirements. As a result, children do not make sufficient progress. The resources and equipment in the setting are dirty and broken, and the staff are not secure in their understanding of the systems for planning. Consequently, children's progress is not as good as it should be. There are times during the day where they lose interest and are not sufficiently challenged. Furthermore, staff do not promote their safety and well-being sufficiently.

Staff are clear about their role in child protection. They understand the reporting procedures, and are able to describe the signs and symptoms that may indicate concerns about a child's welfare. The management team does not routinely monitor the observations and assessments of the children's learning. This means there are gaps in the systems and, as a consequence, staff are unable to plan effectively for the individual learning needs of the children.

Systems for self-evaluation are weak and have little impact on improving outcomes for children. The management team reports that the views of parents are gathered, although this has limited impact on the evaluation of the work in the nursery. The provider has met the actions set at the last inspection and most staff have now completed first-aid training. This means that enough staff are available to manage any minor accidents to children.

Staff talk to parents when they collect their children and tell them about their child's day. The management team has established partnerships with other professionals who work with the children to support some children's specific needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY383804
Local authority	Harrow
Inspection number	815838
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	42
Name of provider	Joy Abiola Ayeni
Date of previous inspection	18/11/2010
Telephone number	07932 699044

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

