

# Witty Day Nurseries (Charlton)

176 Charlton Road, LONDON, SE7 7DW

<b>Inspection date</b>	21/10/2014
Previous inspection date	29/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- All children make good progress in their learning and development. This is significantly enhanced by good educational programmes and the vast amount of stimulating activities both indoors and in the outside play areas.
- Staff ensure children's safety. They have completed relevant training and know the procedures well to keep children safe. All visitors to the nursery are rigorously checked.
- Children develop very strong attachments to the staff which supports children's feeling of security, enabling them to develop and make good progress.
- All staff, parents and children contribute to the ongoing improvements of the nursery, which the manager consolidates into the nursery self-evaluation document.

### It is not yet outstanding because

- Staff do not maximise opportunities to develop the early socialising of babies and toddlers, particularly during meal times.

## 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 observed activities in the playrooms and the outside play areas.
- The inspector held meetings with the directors and manager of the nursery and had discussions with staff.
- The inspector carried out two joint observations with the manager and looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day as well as their written information on children's evaluations.
- The inspector checked evidence of suitability and qualifications of staff and their understanding of safeguarding.

## Inspector

Gillian Cubitt

## Full report

### Information about the setting

Witty Day Nurseries (Charlton) is run by Joyful Gems Day Nursery Limited. It registered in 2004 and operates from a detached house in a residential area of Charlton in the London Borough of Greenwich. Children have access to an enclosed outdoor play area. The nursery 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. There are currently 43 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 12 staff who work directly with the children. All staff hold relevant early years qualifications from level 2 to level 4.

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

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

- enhance the development of the early social skills of babies and toddlers particularly during meal times.

### Inspection judgements

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

All children are enthusiastic and curious learners in this inclusive nursery. They make good progress across all areas of learning and development. Children are taught by a staff team who are motivated and strive for high standards. They observe children during their play and make precise observations. Consequently, staff demonstrate a very good understanding of each child's stage of development and plan activities to challenge their skills and learning. Activities are frequently based on children's interests and ideas, thereby guaranteed to keep children eagerly engaged so they learn and develop as they participate. For example, children learn to observe the habitats of tiny creatures, such as beetles and worms, which develops children's interest in their natural world. They talk about the seasons and, with help, they plant and tend a vegetable garden, which helps them to understand about growth and change. The spacious and imaginatively laid out outdoor area is very well used to provide children with freedom to move about and express themselves physically. The hard surfaces allow them to ride tricycles, steering skilfully to avoid collisions. Other areas enable children to climb a range of apparatus or explore the fascination of water play. Children fill up containers and watch the progress water makes as it travels from one tunnel to another. Babies also enjoy crawling in safety in their attractive enclosed area which is very well resourced to aid their physical development. During the inspection, babies practised their climbing on the mini stairs as well as satisfying their curiosity investigating the many natural resources that staff provided.

All playrooms are vibrant and well furnished with child-friendly furniture and storage. Every child can reach for and select what they would like to use. This encourages their independence and decision-making and children show that they are very active learners. Two children selected a range of different coloured and shaped blocks and introduced them to their friends. Children actively started to use these creatively, building towers and creating patterns. Two children made a line graduating from small to large. These children show they are thinking mathematically and staff sensitively guided them into counting, learning what is more or less.

Staff support children's emerging communication well, particularly through singing and playing percussion instruments. During the inspection, staff and children sang with vigour, showing their love of sound and moving to music. Staff interpret children's gestures and body language well and respond accordingly. When a child attracted the attention of a member of staff she came down to the child's level, enabling her to make eye contact and carefully listen to a child's request. All staff demonstrated this technique, which supports children's communication, understanding and learning. Staff develop children's vocabularies by modelling language and bringing activities to life. For example, children made rockets from cardboard cylinders, paint and paper. They talked about rockets going up and children sang zoom, zoom as they lifted their rockets high to the moon. Group times are effectively used for stories and children are motivated to create their own books in their library.

All children have an individual learning file which shows how staff identify and accurately assess their progress. The children's individual plans and tracking clearly shows the stage of their development and learning. Parents are very positive in their praise and compliment the staff in their continuous support, keeping them informed about their children's progress. Parents receive both verbal and written information about what their children do each day and they are encouraged to take books home together with story props such as persona dolls. This allows parents to continue children's learning at home.

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

Children have the very good support of their key person who gets to know the children and the family well to ensure they have secure support. Staff are warm and attentive to children's needs. As a result, while children settle into the nursery, they form strong bonds with their key person as well as other staff members. Staff help children to challenge their skills while making them aware of risks. For example, children learn how to climb in safety, being aware of others. Staff give children good support and encouragement to use ropes to climb on to apparatus platforms before children slide down on the other side. Children sing songs about the sequence of the traffic lights so they know that red means stop. Children then understand how to use these simple rules to keep themselves safe when outside, on outings or while using their bicycles and scooters. Regular outside play supports children's health with energetic daily exercise and encourages them to develop self-care skills. They eagerly practise putting on their shoes and coats as they know these keep them warm in winter.

During the summer months children tend to their vegetable patch which raises their awareness of healthy eating. The cook prepares a range of healthy meals that children enjoy and menus are displayed for parents to see. Meal times are enjoyable for the children where staff sit with them to support communication. However, not all babies benefit from this experience due to the organisation of babies seating arrangements. Children's dietary needs are carefully noted both in the kitchen and on their placemats, which helps staff to ensure they fully meet children's dietary needs.

Children's behaviour is very good. This is because staff encourage sharing and caring for each other during their play. Children learn to be courteous and use appropriate manners when they ask for an activity or receive a toy from another child.

The secure relationship that the nursery has with local schools, other settings and the nearby children's centre significantly contributes to the well-being of children. All children visit their local schools. Teachers and staff have a strong relationship, liaising where appropriate, before and during each child's transition to school. As a result, children who leave the nursery are fully prepared to meet the challenges of their next stage of learning.

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

The directors and manager have a very good understanding of the legal requirements to support children's learning and development. This includes working in partnership with others to achieve individual learning goals for children. The management team are particularly attentive to children's safety and ensure all staff receive training to address all safeguarding issues that pertain to the safety and security of the children. This involves management continuously reviewing risk assessments with staff and adapting these in line with any changes that arise. This includes correct staff ratios at all times as well as thorough attention to children's times of arrival and leaving. All staff are clear on the action to take if they encounter a safeguarding situation, which may put children at risk. Discussions with staff and reviewing the policies show that all staff follow the nursery's safeguarding policies and procedures efficiently. Documentation shows they accurately record any incidents, accidents and follow clear procedures to administer medication for children.

There is a professional approach to recruitment and vetting of all employees. As a result, all staff are suitable. Many have been with the nursery for a number of years, working together as a strong supportive team. There is a systematic approach to the induction of new staff, as are the supervision and appraisal systems. This clearly demonstrates the directors and manager are supporting staff in their working and teaching practises. This creates a happy inclusive nursery where staff are motivated, benefitting from the support they receive. The regular team meetings are a platform for staff to share their ideas and take these forward to support children in their play activities.

The directors, manager and staff have all worked very hard since the last inspection to

provide children with very high standards of provision in the environment and in staff's teaching skills. All staff, parents and children participate in the progress of the nursery. As a result, the nursery environment is vibrant, inclusive and welcoming for all. Parents know there is an open-door policy where the manager actively engages them in discussions about their child. The suggestion boxes, parent evening and fun days invite parents to participate with their ideas. Parents speak highly of the quality of the provision and feel involved in the nursery and their children's progress.

The strong links the nursery has forged with other agencies, schools and the local children's centre means that is an integral part of the community. It plays a vital role in ensuring that all children receive the appropriate support for their development. The nursery also goes further to provide support and advice for families to ensure they have access to the wider information and resources they may need to improve outcomes for children at home. This ensures children meet their required milestones in readiness for school and future learning.

## 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

<b>Unique reference number</b>	EY294889
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	962782
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Joyful Gems Day Nursery Limited
<b>Date of previous inspection</b>	29/10/2013
<b>Telephone number</b>	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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