

Joyful Star Nursery

2-3 Gataker House, Slippers Place, London, SE16 2EN



Inspection date

27 July 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not meet all of the early years requirements. She does not provide a separate room for the care of children under two years old. This means that the specific learning needs of babies are not always fully met.
- The resources and experiences planned do not always meet the needs of children at different stages in their development. For example, stories shared for younger children to follow are not always at the right level.
- The progress made by different groups of children is not fully monitored to ensure any differences in achievement are identified and reduced. Overall, children do not make the good progress of which they are capable.
- Staff do not always help children to develop their skills or understanding in using simple technology.

It has the following strengths

- Children are happy and confident and enjoy close relationships with staff. Staff are good examples of how to treat others with courtesy and respect.
- Staff get to know the children and their families well. Parents are very complimentary about the care their children receive and feel well informed of their children's progress. Parents are encouraged to take part in nursery events such as sports day.
- Children play in a safe, clean and vibrant environment. They behave well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|---|-----------------|
| ■ provide a separate area for the care of children under two years old | 30/09/2016 |
| ■ ensure experiences and resources planned meet the needs of children at different stages in their development. | 15/09/2016 |

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

- monitor the progress made by groups of children and ensure that the learning programme is effective in reducing any differences in their achievement
- ensure that children develop their understanding and use of simple information and communication technology to aid their learning.

Inspection activities

- The inspector observed children as they played and took part in daily routines.
- The inspector spoke with children, staff and the manager at appropriate times during the inspection.
- The inspector looked at children's profiles, planning documentation, evidence of the suitability of staff working in the provision and a wide range of other documents, including policies and procedures.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

Inspector
Claire Nunn

Inspection findings

Effectiveness of the leadership and management requires improvement

The self-evaluation process includes the views of parents, children and staff and the manager uses these to help identify areas for improvement. However, the provider is not aware of all her responsibilities; for example, she is unaware that she should provide a separate room and age-appropriate resources for children under two years of age. Staff meetings, supervisions and appraisals provide useful support and guidance for the capable staff team. Regular discussions between staff help to identify some training needs. The manager and staff work well with other professionals to support children requiring additional help. Safeguarding is effective. The manager and her team understand the procedures to follow if they are concerned about the safety or welfare of a child.

Quality of teaching, learning and assessment requires improvement

While some activities help to motivate children's learning, some planned are not always appropriate for individual children. For example, the youngest children sometimes have to wait for an inappropriate time to take a short turn in some activities. Staff extend children's language as they introduce new words, encourage speaking and show what good listening means. Staff incorporate mathematical language into children's play. Parents contribute to the assessments of children's starting points when children join the setting. These help staff to build a better picture of children's abilities, but staff do not monitor the progress made by different groups of children closely enough to spot any needing extra help. Children develop good thinking and investigative skills. For example, staff ask them questions related to what they are doing. However, children are not as confident in using simple technology to aid or extend their learning.

Personal development, behaviour and welfare are good

Children play in a welcoming vibrant environment. Staff are kind and know the children well. Children are confident and happy. Regular risk assessments are carried out to check the suitability of the environment and equipment. Staff encourage children to adopt healthy lifestyles. For instance, children enjoy nutritious meals and they have access to plenty of outdoor exercise. Children have good opportunities to learn about the wider world around them. For example, they can choose from a wide range of resources that positively reflect other countries and beliefs and take part in celebrating different cultural festivals.

Outcomes for children require improvement

Older children develop some of the skills and knowledge needed for their future. However, weaknesses in teaching mean that they do not always make the good progress of which they are capable, so are not as well prepared for their next stages of learning as they could be.

Setting details

| | |
|--|---|
| Unique reference number | EY479353 |
| Local authority | Southwark |
| Inspection number | 982008 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 6 |
| Total number of places | 20 |
| Number of children on roll | 22 |
| Name of registered person | Joyful Star Day Nursery Ltd |
| Registered person unique reference number | RP535190 |
| Date of previous inspection | Not applicable |
| Telephone number | 02073946110 |

Joyful Star Nursery registered in 2014. The nursery operates from the ground floor of a residential building in the London Borough of Southwark. The nursery is open each weekday from 7am to 6.30pm for 51 weeks of the year. The nursery supports children who have special educational needs or disability and those who speak English as an additional language. There are eight staff who work with children at the nursery, of whom six have relevant childcare qualifications.

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.

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