

Jolly Kids Day Nursery

St. Pauls Centre, 102a Church Street, Enfield, Middlesex, EN2 6AR



Inspection date

28 September 2016

Previous inspection date

21 November 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not ensure that children have consistent access to the outdoors on a daily basis. This hinders children's opportunities for physical development and good health.
- The management does not monitor teaching practice effectively enough to recognise appropriate support needs for staff, to improve the quality of teaching.
- Not all staff assess children's learning consistently, to obtain a clear overview of their ongoing achievements. This limits children from making good progress.
- Self-evaluation is not effective, which prevents leaders and staff from clearly identifying and driving improvements.
- Staff do not offer children sufficient opportunity at times to share their ideas and develop their thinking skills further, such as during activities.

It has the following strengths

- Children settle happily on arrival and build suitable relationships with their peers and adult.
- Staff provide opportunities for children to share and build their social skills. Children behave well and they play together calmly; they learn to respect differences in others.
- Staff implement the key-person system well to meet care needs. For example, they ensure settling-in arrangements are flexible for new families and children.
- The setting has developed positive partnerships with parents, and staff regularly share information to keep parents informed.

What the setting needs to do to improve further

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

	Due Date
■ ensure children have daily opportunities to access outdoor play	03/10/2016
■ improve procedures for monitoring staff practice and in providing appropriate support, in order to improve the quality of teaching practice.	03/10/2016

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

- improve the existing system for assessing children's achievements, to help them make the most progress possible
- make effective use of self-evaluation to identify and prioritise areas for improvement, to raise the quality of the provision to a good standard
- strengthen opportunities for children to express their ideas and enhance their thinking skills.

Inspection activities

- The inspector had a tour of the setting and reviewed areas available to children.
- The inspector held discussions with the managers and staff to assess their understanding of the statutory requirements, and gathered feedback from parents.
- The inspector observed teaching practice, including a joint observation with the provider.
- The inspector reviewed some of the setting's policies and documents.
- The inspector provided feedback during and at the end of the inspection.

Inspector
Mary Butler

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. There are secure recruitment procedures in place to check the suitability of all staff. Staff know the procedures to follow if they have concerns for a child's welfare. However, leaders do not always review practice thoroughly enough to ensure that all requirements are met. For example, children do not have daily access to outdoor play. The manager generally supports staff in their professional development. For example, she ensures they attend mandatory training and models teaching practice. However, management does not fully monitor weaknesses in staff performance or evaluate the impact of this, to drive effective improvements. Staff work well with parents and some systems are in place to involve them in their children's learning. For example, staff arrange termly meetings to share children's learning records. The manager works together with other local agencies to support children's development, when necessary.

Quality of teaching, learning and assessment requires improvement

Staff carry out observations of children during play. However, staff do not consistently use information from these to make precise assessments that clearly identify gaps in children's learning, in order to plan for next steps accurately. This limits the effectiveness of teaching and the range of experiences on offer, to maximise the progress of all children. Staff model relevant language during activities and they encourage children's early mathematics skills. For example, they demonstrate how to count pegs onto a peg board. However, they do not provide enough opportunity, for example, when conversing with children, for them to express their own ideas and to develop their thinking skills.

Personal development, behaviour and welfare require improvement

Children show that they understand behaviour expectations and play well together. Staff encourage children to learn turn-taking and sharing skills, such as during small-group activities. Children are developing their understanding of healthy lifestyles, such as through following hygiene routines and making healthy food choices at snack time. However, although staff make changes to adapt the daily routine, at times they do not consider the impact of this in ensuring daily opportunities for all children to access fresh air and physical exercise outdoors.

Outcomes for children require improvement

Children gain the basic skills they need to prepare them for their next stages in learning and school. For example, they engage in suitable activities to support early writing and counting skills. However, outcomes for children are not yet good overall. This is due to weaknesses in the assessment process to tailor activities to meet all children's learning needs, which prevents them from making the best possible progress.

Setting details

Unique reference number	EY447939
Local authority	Enfield
Inspection number	1059384
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	30
Name of registered person	Jolly Kids Day Nursery Limited
Registered person unique reference number	RP901705
Date of previous inspection	21 November 2012
Telephone number	07572181116

Jolly Kids Day Nursery registered in 2012. It is situated on the outskirts of Enfield Town, in the London Borough of Enfield. The nursery is open on Monday to Friday from 8am to 4pm, during term time only. The provider is in receipt of funding for the provision for free early education for children aged two, three and four years. There are five members of staff, including the provider. The provider and manager both hold a relevant qualification at level 5, two staff hold qualifications at level 3 and one at level 2.

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