

Jolly Time Nursery

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



Inspection date

20 April 2017

Previous inspection date

5 March 2015

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

Summary of key findings for parents

This provision is good

- Parents feel fully involved in their children's learning. They describe how staff seek information on their children's interests and progress at home. Parents are given advice to help them to support their child's learning. For example, parents receive information about nursery rhymes. Parents report that they can see the progress their children make as a result.
- Staff provide good support to children who have special educational needs and/or disabilities. They work hard to develop strong, professional relationships with parents and liaise effectively with other professionals.
- Children demonstrate close attachments to their key persons. They behave well in the setting, support their peers to do the same, and remind their friends to be nice.
- Self-evaluation is effective. The provider has fully addressed the recommendations raised at the last inspection. Children understand the daily routine through tidy-up songs and prompts from staff.
- Planned activities targeted at groups of children ensure all children are kept involved in activities. Children who speak English as an additional language make good progress learning English.

It is not yet outstanding because:

- Partnerships with parents are not fully developed during the settling-in period when children begin to attend the setting.

What the setting needs to do to improve further

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

- review and enhance further the existing good partnerships with parents, in particular during the settling-in process.

Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to take account of their views.
- The inspector sampled a range of documentation, including the setting's policies and procedures, staff suitability checks, children's development records and attendance registers.
- The inspector spoke with staff and observed their teaching.

Inspector

Elizabeth Shack

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of child protection. They speak confidently about the procedure to report any concerns they may have about the welfare of a child. Staff are well supported in their roles by management. For example, they receive regular supervision sessions in which they are given opportunities to discuss any issues concerning the development or well-being of their key children. Staff attend training courses and observe one another's teaching to strengthen their skills. The nursery has established partnerships with other professionals that ensure the educational and welfare needs of children are met.

Quality of teaching, learning and assessment is good

Children are confident in exploring their environment and experimenting with new ideas. For example, they independently find water to add to dry pasta in the home corner. Imaginative learning activities support children to learn new language and understand life cycles. For instance, children wrap themselves up in a blanket and are given wings from the dressing-up clothes to learn the words 'cocoon' and 'butterfly'. Staff use gestures, pictures and words from children's home language to help children learn new English words. Children join in enthusiastically during small group times and are confident to take turns to sing to their friends.

Personal development, behaviour and welfare are good

Staff are deployed well throughout the setting and the atmosphere is calm. Staff are positive role models for children; they demonstrate being nice. Children behave well in the setting and use these strategies independently. They are confident to select their own equipment and help their friends. Children develop a good understanding of healthy lifestyles. For example, they have an active role in preparing healthy and nutritiously balanced snacks at the pretend café. Children learn about taking care of their environment, for example, they clear away their own plates and toys. They develop their understanding of their place as part of a community; for example, they helped build the sand tray in the outside play area. Children learn to care for plants, which they transfer to the local allotment with the help of the park warden who volunteers in the setting.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress relative to their starting points. They demonstrate their independence in managing their own personal needs, such as preparing their own snacks and feeding themselves. Older children make good progress in their early literacy and numeracy. They learn to recognise numbers and to count. Children practise writing their own names. Children are well prepared with the key skills needed for school.

Setting details

Unique reference number	EY383804
Local authority	Harrow
Inspection number	1093633
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	45
Number of children on roll	49
Name of registered person	Joy Abiola Ayeni
Registered person unique reference number	RP514055
Date of previous inspection	5 March 2015
Telephone number	07932 699044

Jolly Time Nursery registered in 2008. It is situated in Edgware, in the London Borough of Harrow. The nursery is open each weekday from 8am to 6pm, all year round. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider employs nine members of staff, six of whom hold appropriate early years qualifications. One member of staff holds qualified teacher status.

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