

# Inspection of Gaytime Day Nursery

18 Stanley Park Road, Wallington SM6 0EU

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Inspection date: 18 December 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff have strong, warm relationships with children and value them highly as individuals. They get to know children's personalities and preferences well to provide activities that children enjoy greatly. Children settle well. Staff manage children's behaviour effectively. For instance, they share group rules with children and use praise to motivate children to behave well. Staff teach children to understand and manage their emotions. For example, staff talk to children about the way children are feeling and explain to them how to make themselves and others feel better. Children are confident and motivated to learn. They learn how to do things for themselves. Older children can put on their outdoor clothes, and all children serve and feed themselves at meal and snack times. Older children help to lay the lunch tables. All children help to tidy up after play. Children are good at taking turns and sharing. For instance, they take turns on wheeled toys outdoors and during group games. Staff support younger children to gain these skills. Staff teach children about healthy lifestyles, such as eating wholesome food and taking part in regular physical activity every day. They help children to gain a good understanding of safety. For instance, children use the stairs with care and caution and use tools and materials safely.

### **What does the early years setting do well and what does it need to do better?**

- Staff provide children with a wide variety of interesting activities based securely on all areas of learning. They ensure that children are regularly assessed and evaluate this information to provide suitable challenges in children's learning. Children make good progress.
- Children make good use of the well-resourced outdoor area. They develop a broad range of physical skills, such as balancing, climbing and jumping. A specialist sports coach visits the nursery frequently and teaches children good coordination skills, which supports any children who need special focus in this area of learning.
- Staff understand how to support children with special educational needs and/or disabilities (SEND) well. They form detailed plans with agreed targets for children, which they review regularly. Staff monitor the progress of children closely and share information with parents and any health professionals involved in a child's care and learning. This helps to promote continuity in children's learning.
- Staff have effective links with parents and others involved in children's care and learning. They keep parents regularly informed of their children's progress and provide good opportunities for parents to support their child's learning. For example, staff suggest activities for parents to do with their children at home. Staff work well with health professionals involved with the care and learning of children with SEND.

- The manager supports staff well. For instance, she meets with staff individually and regularly to discuss supporting and managing their workload and their work and training needs. For example, staff attended a course on effective storytelling that led to improvements in this area. The manager also checks staff planning and assessment closely to ensure there is support planned for any children falling behind. She supports staff well-being effectively, for instance through a well-resourced mindfulness and well-being room.
- Staff help children to gain understanding and respect for themselves and others of different cultural or religious backgrounds. For instance, staff teach children about special cultural events and have a good variety of toys and resources to reflect different cultures.
- Staff support children's communication, language and early literacy skills effectively. For example, they teach older children about letters and sounds through interesting games, and many children can recognise, and are beginning to learn to write, their own names. Staff sing songs and read stories to younger and older children to support their language development.
- Although the manager has an awareness of local safeguarding issues, systems to identify any children who may be vulnerable to these are not fully embedded.
- Some children aged two to three years spend a lot of time in the bathroom, even when their personal care needs have been met. This can, at times, adversely affect the time children have to play and learn.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have secure knowledge and understanding of procedures to follow if they have concerns regarding a child's welfare. They have good knowledge of the 'Prevent' duty and secure understanding of how to keep children safe online. Staff receive regular safeguarding training updates to keep their knowledge up to date. However, arrangements to identify any children who may be subject to any local safeguarding issues that may arise from time to time have not been fully embedded. Staff check all areas of the nursery to help to keep children safe from hazards. The manager assesses staff thoroughly during the recruitment process to ensure suitability for their roles.

## **What does the setting need to do to improve?**

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

- strengthen arrangements and procedures to identify any children who may be subject to local safeguarding issues that may arise from time to time
- ensure that children aged two to three years can readily and appropriately engage in play and learning activities.

## Setting details

<b>Unique reference number</b>	EY469988
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10128535
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Jancett Childcare & JACE Training Limited
<b>Registered person unique reference number</b>	RP900822
<b>Telephone number</b>	02086477652
<b>Date of previous inspection</b>	30 July 2014

## Information about this early years setting

Gaytime Day Nursery registered in 2014. It is located in Wallington, in the London Borough of Sutton. The nursery is open weekdays from 7.30am to 6.30pm for 51 weeks of the year. It is closed on bank holidays. There are 15 staff, including the manager, 13 of whom hold appropriate early years qualifications. Of these, one staff member holds a level 5 qualification in early years, two hold a level 4 qualification in early years, eight hold a level 3 qualification in childcare, and two hold a level 2 qualification in childcare. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## Inspection activities

- The inspector carried out a joint observation of a group activity with the manager.
- The inspector undertook a learning walk with the manager and discussed the curriculum.
- Staff and children were observed by the inspector and children spoken to, when appropriate.
- The inspector closely monitored the experiences and activities of several children.
- The inspector held a discussion with the manager and reviewed relevant documentation.
- The views of parents and staff were taken into account during the inspection.

We carried out this inspection 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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