

Inspection of Jubilee Park Nursery

Galliard Road, Jubilee Park, London, Middlesex N9 7LR

Inspection date: 19 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy playing and learning at the nursery. Staff provide enticing activities for children. For instance, children eagerly explore texture and colour changes as they play with brightly coloured slime. They learn about capacity and numbers as they fill and empty containers with mud, sand and water. At the time of inspection, children were learning about people who help us in society. Staff make the most of opportunities to link into children's interests and fascinations. They use role play with emergency vehicles to teach children new words. Children separate well from their parents as they arrive. They immediately begin playing with and alongside their friends. Children behave well. Older children inspire younger children to persist at activities they find challenging. For example, younger children persevere at keeping large tyres upright, as they roll them along outdoors.

At mealtimes, children speak confidently about their favourite fruits and vegetables. Staff teach children to use the language of feelings whenever they feel happy or upset.

During the national restrictions, staff provided parents with ideas and activities to support children's learning at home. When the nursery reopened, children returned to their original key-person groups. This contributed to children settling back well into life at the nursery.

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

- Partnership with parents is a key strength. Parents say the nursery is highly regarded in the local community. Staff work closely with parents and outside agencies to ensure that children with special educational needs and/or disabilities (SEND) develop well and make progress in their learning.
- The manager is very supportive of her staff team. She ensures they receive a thorough induction and opportunities to shadow more experienced staff. She values staff's contributions when considering areas for improvement. Staff have been trained in the use of open-ended questioning. However, not all staff apply this effectively. Some staff ask older children questions in quick succession. They do not give children enough time to think and consider their responses.
- Staff support younger children's language and communication very well. For instance, they clearly narrate children's actions as they play. They introduce new vocabulary to children as they enjoy sensory play with dyed rice. Staff use visuals to support children to use these words again as they play. Staff play simple games during one-to-one interactions with children. This helps children with speech and language delay to quickly move on from using gestures to saying words. This helps all children, including those with SEND, to make progress in their language and communication.

- Children develop good physical skills as they play. They learn to climb, jump and balance by travelling along planks and jumping into hoops. Staff actively encourage children to use scissors, mark make, paint and draw. During these activities, children learn to hold writing tools well and develop good small-muscle control.
- Key persons know their individual children very well. They use information from observations, together with what parents share, to make accurate assessments of children's learning. Staff are clear about what children already know and need to learn next. When younger children move on to the pre-school rooms, their new key persons have a thorough knowledge of their starting points.
- Children are respectful and follow familiar routines. For example, they line up to go outside and wait their turn during handwashing at lunch time. Children make decisions on where they want to play. They remain immersed in imaginary role play, pretending to make cakes and going shopping. However, at times, when staff lead play outdoors, they are overly directive. They end children's activities prematurely. As a result, children sometimes miss out on opportunities to develop their play and extend their ideas further.
- Children demonstrate an understanding of the importance of oral hygiene. They sing familiar songs about brushing their teeth. Later, they revisit this learning as they play with staff. Staff thoughtfully provide opportunities for children to build an understanding of what makes them and their families unique. For example, children frequently refer to the display of family photos as they talk and play.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are well trained and able to respond to any child protection concerns. They are confident in the procedures to follow in the event of an allegation about a colleague. Many staff hold advanced qualifications in safeguarding. The manager ensures children are always fully supervised. Additionally, there is a closed-circuit television system which monitors all areas of the provision. The manager considers children's ongoing safety as they travel home. During winter months, the nursery has a different opening and closing time to the rest of the year. This allows children to finish their nursery session during daylight hours.

What does the setting need to do to improve?

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

- improve staff's questioning technique so that older children have enough time to think and consider their responses
- increase opportunities for children to develop their play and extend their ideas further during adult-led activities.

Setting details

Unique reference number	2501264
Local authority	Enfield
Inspection number	10191469
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	23
Number of children on roll	52
Name of registered person	Sof And Saf Ltd
Registered person unique reference number	2501263
Telephone number	0208 611 2847
Date of previous inspection	Not applicable

Information about this early years setting

Jubilee Park Nursery registered in 2018. It is situated in Edmonton in the London Borough of Enfield. The nursery is open Monday to Friday from 8am to 3pm between October and March, and from 8am to 6pm between March and October, term time only. The nursery employs 12 members of staff, including the manager. The manager holds an early years qualification at level 4 and eight staff have early years qualifications at levels 4, 3 and 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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