

Inspection of Jolly Kids Day Nursery

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

Inspection date: 21 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop strong relationships with their key person. They are greeted warmly when they come into nursery. Children are excited to explore the environment and demonstrate good levels of confidence. They show a keen interest in their play and have good levels of concentration and focus. For example, children use their own ideas and imaginations to build cars and trains with magnetic blocks. They design and create train tracks with bridges and tunnels. Staff have high expectations and manage children's behaviour well. They are excellent role models. Staff embed clear rules to help children form friendships, share and take turns. Subsequently, children display positive behaviour, treat people well and understand how to be a 'good friend'.

Children feel welcomed and have a sense of belonging. For example, they sing 'good morning' and 'goodbye' songs, and tell staff and children to 'have a lovely day' as they leave at lunchtime. Children are confident communicators. They respond to questions appropriately when staff ask them about their play. Staff support children during activities and encourage them to do things independently and make choices. For example, children choose what they want their dolls to wear. They practise their small-muscle skills as they fasten buttons on a cardigan with confidence.

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

- Overall, the curriculum is well planned around children's interests and staff know children well. They generally provide activities that support children's development and prepare them for the next stage of education.
- Staff model high-quality vocabulary. They introduce new words and help children to understand new concepts. For example, staff support children to understand capacity by measuring how much rice they need to make the jug have 'more' or 'less'. Older children read a number scale to support them to recognise numbers to 10.
- Children demonstrate good levels of independence. For instance, they pour their own drinks, wash their hands and find their names for self-registration. Staff embed routines well. Children enjoy the responsibility of tasks, such as clearing their own plates and putting them away.
- Staff plan well for children's health and well-being. They provide a variety of healthy foods for children to eat. Staff talk to children about brushing and looking after their teeth.
- Children have a positive attitude towards their learning. They enjoy exploring and demonstrate curiosity. In the garden, they use an insect chart and magnifying glasses to search for snails. Children ask questions, describe what they can see and stay focused on the activities.

- Staff support children's language and literacy well, particularly during small-group sessions which are focused on books. Children are interested in exploring familiar books in these sessions. They sing songs and are immersed in the story, which promotes a love of reading.
- Children take part in regular sessions, including yoga, which encourage them to move, stretch and balance. Children join in well, remembering poses and demonstrating coordination and skill. In the outdoor area, children use stepping stones to travel across the garden. However, staff do not provide children with the space and activities to develop their large physical movements further, when they play outdoors.
- On occasion, staff do not consistently implement strategies during group sessions to support children's interests and extend their learning and understanding further. For example, they do not encourage children to describe what they are drawing, and sometimes children lose focus during carpet times.
- Staff identify any possible concerns about children's development. They work well alongside parents and outside agencies to ensure that children catch up in their learning and are meeting targets to make good progress.
- Managers are continually reflective and strive to improve their practice. Most recently, the manager has completed a special educational needs coordinator training course to improve knowledge and practice in supporting children with special educational needs and/or disabilities.
- Staff are valued in this setting and feel that they are well supported. They benefit from regular discussions about children. Staff have formal supervision sessions and observations to discuss their professional development and ways to improve.
- Staff share some information with parents during daily feedback. They have a range of strategies to help to support children in separating well. Parents speak highly of the nursery and explain that they are happy with the care and education.
- Staff observe and assess children's progress. This helps them to build on what children already know and can do. Staff communicate well with children who speak English as an additional language. They use familiar words so that children settle quickly. However, staff do not consistently share their observations of children's progress or involve parents in what their children are learning regularly.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff have a good understanding of the safeguarding policy and keep their training up to date. All staff can recognise the signs and symptoms that would cause them to be concerned about a child's welfare and know how to report them. They have good understanding of the procedures to follow if they felt concerns raised were not being reported by managers effectively, or if they had concerns about a member of staff's conduct. Managers have robust recruitment procedures to ensure that all staff are suitable to work with children. Staff are

vigilant about safety. They use risk assessments to help to minimise potential hazards and maintain a safe environment.

What does the setting need to do to improve?

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

- enhance communication with parents and share information about their children's progress to support children's learning at home
- plan activities more carefully to engage and interest all children, to extend their learning further
- provide more opportunities for those children who prefer to learn outdoors to develop their large-muscle skills.

Setting details

Unique reference number	EY447939
Local authority	Enfield
Inspection number	10246939
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	45
Number of children on roll	40
Name of registered person	Jolly Kids Day Nursery Limited
Registered person unique reference number	RP901705
Telephone number	07572181116
Date of previous inspection	20 June 2017

Information about this early years setting

Jolly Kids Day Nursery Ltd registered in 2012 and is located in Enfield Town. It is open during term time from 9am to 3pm, Monday to Friday. The nursery provides early funded education for children aged two, three and four years. There are six members of staff. Of these, the managers hold relevant qualifications at level 5, and the other members of staff hold qualifications at level 3 and level 2. There are currently two apprentices.

Information about this inspection

Inspector

Sara Vincent

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 the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with 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 joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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