

Inspection of Pride and Joy Day Nursery

Pride & Joy Day Nursery, Spikes Bridge Road, SOUTHALL, Middlesex UB1 2AS

Inspection date: 19 January 2023

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| 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

The managers and staff have created a harmonious and friendly environment. Staff take time to speak to parents when they arrive with their children. This helps to ensure that the transition between home and nursery is as easy as possible for all children. Children generally arrive with smiles and are eager to join in with activities on offer. Children behave well. Staff generally reminds children rules of the nursery. This helps children to know what is expected of them. The older children happily follow instruction and negotiate space around them safely.

Staff know children well. They have high expectation of all children and use timely assessment to inform their planning. Leaders create an ambitious curriculum based on children's interest and what they need to learn next to be successful in their future learning. Most staff are skilled and sequence children's learning well. For example, children explore play dough and then use it to create faces. During discussions, staff bring children's attention to their own facial features and help them identify similarities and differences. Discussions are respectful and children's voices are listened to. This helps children learn about the world around them and feel valued. Overall, all children make good progress from their starting points.

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

- Children show interest in books from an early age. They explore books independently and learn to turn pages. Older children happily join in story time. Staff ask them to choose which story they want to listen to by raising hands. Then they count which book received the most votes. This helps them understand the rules of democracy. Following the 'treasure hunt' in a garden children look for 'minibeast' names and their features in books. This helps them to understand that information and facts can be found in non-fiction books.
- Staff promote children's independence and their self-care skills well. For example, children use the toilet themselves and practise to put on their coats for outdoor play. Children also help with small tasks, such as cleaning after activities. This helps them to gain sense of responsibility. Children behave very well.
- Children are developing good physical skills. They are able to use the available equipment safely. They climb frames, balance on tyres and ride bikes and scooters confidently. They further develop their stamina and coordination as they enjoy walks around the local park.
- Children practise their small muscle skills through a range of activities, such as sand and water play. They use variety of one-handed tools to make marks. Younger children are fascinated by water marks they make. Older children make detailed drawings and some practise their early writing.
- Leaders monitor the practice regularly. They identify areas for further

improvements and support staff to make desired changes. However, on occasion, identified weaknesses are not yet fully addressed. For example, staff do not always plan group activities for younger children effectively. At times, staff do not consider well enough the size of the group and do not consistently support all children in their learning. Therefore, children do not always learn all that they could from these experiences.

- Children with special educational needs and/or disabilities and vulnerable children make good progress. Staff are skilled at working in partnership with parents and other professionals and deliver activities that meet children's individual learning needs. The provider uses funding effectively.
- Parents comment on good communication with staff. They praise staff's welcoming and approachable nature. They appreciate the guidance that they receive to support children's progress at home.
- Leaders have a clear intent and speak about the importance of supporting children's communication skills. Staff are keen to engage and interact in children's play. However, on occasion, staff do not consistently use effective strategies to engage all children in conversations. For example, some children who sit at the back during group activities do not join in during discussions as much as possible.
- Staff feel valued and supported by leaders. They further their professional development through regular training and online courses. They praised support received from leaders during the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect children from harm and abuse. They confidently describe a range of signs and symptoms that may indicate a child is at risk of abuse. They know what to do if they become concerned about a child's welfare. They know the correct procedures if there is an allegation made against a staff member. All staff hold current first-aid certificate. They complete daily risk assessments to make sure that the premises indoors and outdoors are safe. Leaders follow robust recruitment procedures and check staff's ongoing suitability regularly.

What does the setting need to do to improve?

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

- continue monitoring the curriculum implementation to ensure that staff support children's communication and language further to extend and encourage their early speaking skills
- review the organisation of whole group activities for younger children to ensure that staff consistently support children's individual learning needs.

Setting details

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| Unique reference number | EY461129 |
| Local authority | Ealing |
| Inspection number | 10270246 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 55 |
| Number of children on roll | 82 |
| Name of registered person | Pride and Joy Day Nursery Limited |
| Registered person unique reference number | RP517481 |
| Telephone number | 020 8574 2040 |
| Date of previous inspection | 24 October 2017 |

Information about this early years setting

Pride and Joy Day Nursery registered in 2013. The nursery is situated in Southall, in the London borough of Ealing. The nursery employs 12 members of childcare staff. Of these, 11 hold an appropriate early years qualification at level 2 or above. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- This is 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 her evaluation of the setting.
- The manager and the inspector completed a learning walk and discussed the curriculum and how the provision is organised.
- The inspector observed learning experiences, indoors and outdoors, and evaluated the quality of education and the impact on children's learning.
- The manager and the inspector carried out a joint observation of a group activity and evaluated the quality of teaching together.
- The inspector spoke to parents, children and staff and considered their views and experiences.
- The inspector reviewed a range of documents, including staff's suitability checks and paediatric first-aid certificates.

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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