

# Inspection of Jolly Time Nursery

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

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Inspection date: 26 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy to attend the setting. They separate happily from their parents, demonstrating that they feel safe and secure, and are warmly greeted by staff. The children choose activities to join in with and are supported by the friendly staff team. Children have good relationships with the adults, who know them well. They access a range of learning opportunities that are both familiar to them and also develop their learning throughout the week. For example, the children have been making masks for Chinese New Year and were very excited to complete the sticking and painting of them.

The children have time to play, both inside and outside. They are encouraged to run and move outside. The also brought their dragon mask outside, chasing each other, while other children played with drums, just as they had seen in a story. Opportunities such as these support their physical development.

Children have good communication and language skills. Staff encourage them with familiar songs and rhymes, which children confidently join in with. At mealtimes, children happily chat to each other and the adults while they eat. This strengthens the children's positive behaviour and their relationships with each other.

Children are well behaved and cooperate with each other. Staff encourage children to share and take turns during activities and have high expectations of the children.

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

- Staff perform their role as a key person well. Each key person supports children well and is knowledgeable about their needs and their next steps. This helps all children to make good progress in their learning journey.
- The special educational needs coordinator (SENCo) is confident in her role. They are able to work with other professionals to source the appropriate support for children. This ensures that all children's needs are met.
- Partnership with parents is strong. The staff use both an app and their daily verbal contact with parents to update them on their child's progress and development. Parents are happy with the staff support and recommend the nursery.
- Staff celebrate the cultural differences within the setting. For example, the children are supported to learn about different festivals and regional costumes. This enhances the children's understanding of the world around them.
- Staff are warm and nurture children. They interact positively with the children and encourage and support them in their learning. The children treat each other with respect and are confident in expressing themselves. Staff can frequently be heard to encourage the children to practise self-praise, with the children saying,

'well done me!'

- Leaders plan an effective programme of learning for communication and language. Staff use familiar rhymes and songs with children throughout the day. The children laugh and sing and are praised and encouraged by the staff. This helps children to develop their vocabulary and sentence structure well.
- Staff talk to the children and narrate activities and the routine of the day, explaining in detail what will happen next. On occasion, staff do not give children enough time to respond to a question or give their thoughts and views. At these times, children do not make progress with their speech and language development.
- Children have some opportunities to develop their self-help skills and their independence. For example, children can access the water fountain independently. However, staff do not always support children fully. For example, staff wipe older children's noses for them instead of prompting them to do so themselves and put their coats on for them. At these times, the children do not progress in their personal and social development.
- Children are well behaved and listen to the adults. Staff play alongside the children, supporting them and including children who may be quieter or less confident. This ensures that learning is consistent and that all children feel included.
- The setting welcomes children from a diverse community. Staff have proactively embraced this and try very hard to meet the needs of all. For example, staff have learned a few basic words in Romanian in order to support children and their families.
- Staff receive regular supervision to ensure that they are well supported by the manager and that their professional development can be monitored. Experienced staff support less confident staff and make helpful suggestions and mentor them in order to ensure that children's learning is consistently of a good standard.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of safeguarding children in their care. The manager and deputy manager are committed to updating the staff's knowledge and use staff meetings to do so. Staff are aware of safeguarding procedures, the signs and symptoms to be aware of and how to report any concerns about the children and colleagues. Important telephone numbers are available to staff, including the relevant contact for whistle-blowing. Safety checks are undertaken in the outdoor spaces before children access these areas, in order to keep them safe. All staff are active in maintaining hygiene routines by, for example, encouraging children to wash their hands throughout the day.

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

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

- ensure that children are given every opportunity to develop their independence and self-help skills in everyday activities
- support staff to develop children's communication and language by giving children enough time to respond to questions and share their thoughts and feelings.

## Setting details

<b>Unique reference number</b>	EY383804
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10263117
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Ayeni, Joy Abiola
<b>Registered person unique reference number</b>	RP514055
<b>Telephone number</b>	0208 952 5254
<b>Date of previous inspection</b>	20 April 2017

## Information about this early years setting

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 for children aged two, three and four years. The provider employs 6 members of staff, all of whom hold appropriate early years qualifications. One member of staff holds qualified teacher status.

## Information about this inspection

### Inspector

Laura Coletti OBE

## 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, deputy manager and inspector completed a learning walk together of all the areas of the nursery and discussed the curriculum and what they want the children to learn.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke with parents and grandparents about their views on the setting.
- The inspector spoke with staff at appropriate times and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors.

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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