

Inspection of Joyful Star Nursery

2 3 Gataker House, Slippers Place, London SE16 2EN

Inspection date: 14 March 2023

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 arrive happily at the nursery, where they are greeted warmly by staff. Children have strong and positive relationships with staff, who know them and their families well. Children take care of their belongings. They are encouraged to be independent and school ready. They take off their own coats and bags upon arrival and find their name pegs.

Staff have high expectations for children's behaviour. They model expected behaviour and use positive praise. For example, children are praised for helping to tidy up and for taking part in group activities. Staff sit on the carpet with children and regularly remind them of expected behaviour. Children's next steps in learning are based upon their personal interests and build upon their previous experiences and skills. Staff create an ambitious curriculum, in which the children make good progress. Children engage in a range of activities, both indoors and outdoors. They take part in meaningful conversations with staff and each other. Staff encourage children to talk about their families and feelings. Staff are aware of how the pandemic has affected children at the setting. They encourage children to talk with their peers and engage in group games.

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

- Learning in the setting is well sequenced. For example, the concept of money is introduced through 'coin pillows' before children begin to learn about monetary value.
- Children are taught about healthy lifestyles. For instance, they explore a range of role-play food. They sort the foods into categories, giving a thumbs up and thumbs down to show if it is healthy or unhealthy. Staff explain to children that diets should be balanced. Children continue this learning throughout the session.
- Staff interact well with children. They join in with children's play, engaging them in lively conversations. Staff encourage children to extend their vocabulary by modelling language. They sing songs to children and read familiar stories, such as 'We're Going on a Bear Hunt'. Children are confident when engaging in conversation with their friends and staff.
- Staff offer children praise and reassurance to build their confidence. For example, during carpet time, staff praised children who joined in when completing the weather board. Children are encouraged to name their emotions at the beginning of the day. Staff talk to children about reasons for their feelings and teach them strategies to regulate these emotions. Occasionally, children lose interest during carpet time due to the length of time spent sat on the carpet.
- Staff encourage children to make choices throughout the day. They encourage children to select the resources they wish to play with. Children take

responsibility for their belongings and put on their own hats and coats during garden time. Staff teach children about good hygiene practices, and they wash their hands regularly. However, opportunities to promote independence at mealtimes, to extend their skills even further, are missed.

- Staff encourage the use of mathematical language during play and circle time. Children count during group time and recognise numbers shown to them by staff. When younger children play in the sand, staff introduce language such as 'more', 'less', 'big' and 'small'.
- The manager creates opportunities for the children to learn about different cultures. For example, they hold a multicultural day. Children's families share foods from their home countries and show children examples of traditional dress. This helps children to become aware of the similarities and differences between themselves and their peers.
- The manager and staff develop positive relationships with parents. Parents feel that their children have made progress since attending the setting. Children have homework books that inform parents of children's next steps in learning and help parents to better support their children's learning at home.
- Staff are well supported by the manager. The manager operates an open-door policy. Staff have regular supervisions, which helps to identify any training needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their role in keeping children safe. The manager ensures that staff undertake regular safeguarding training and have up-to-date paediatric first-aid training. Staff are aware of the policy for whistle-blowing. The manager understands the procedure to follow if allegations are made against a member of staff. Staff know how to escalate any safeguarding concerns. Staff carry out regular risk assessments to make sure that the nursery is safe for children to access.

What does the setting need to do to improve?

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

- reduce the length of carpet time to ensure that children remain engaged
- create further opportunities for children to become independent at mealtimes.

Setting details

Unique reference number	EY479353
Local authority	Southwark
Inspection number	10265298
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	20
Number of children on roll	16
Name of registered person	Joyful Star Day Nursery Ltd
Registered person unique reference number	RP535190
Telephone number	02073946110
Date of previous inspection	1 June 2017

Information about this early years setting

Joyful Star Nursery registered in 2014 and is located in London. The nursery is open each weekday, from 7am to 6.30pm, for 51 weeks of the year. There are five staff who work with children at the nursery, all of whom hold relevant childcare qualifications at level 2 and above. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Carter

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 told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- 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.
- 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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