

Gaytime Nursery and Baby Unit

Inspection report for early years provision

Unique reference number 139920
Inspection date 06/07/2011
Inspector Jacqueline Walter

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Gaytime Nursery and Baby Unit is a privately owned nursery and is one of five of the Jancett group of Day Nurseries. They have been operating since 1969 from a large older style detached property close to transport links situated in Wallington, which is within the London borough of Sutton. There are three group rooms where the children are based. Children have access to an outside area divided into sections to reflect various ages and abilities, as well as a sensory room. The provision offers fulltime and sessional care and is open each weekday from 7.30am to 6.15pm, all year round apart from Christmas and Bank Holidays. Children attend from surrounding areas.

A maximum of 55 children may attend the provision at any one time and there are currently 76 children aged from six months to five years on roll. The provision receives free educational funding for three and four year olds. The nursery is registered on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

The provision employs nine members of staff, who work directly with the children. All of these staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's good interaction and an effective, safely organised, stimulating learning environment, ensure that they are successful in promoting children's learning. Good quality assessment and planning systems mean that most children are challenged by the experiences provided, enjoying their learning and make good progress overall, given their age, ability and starting points. Children's health is extremely well promoted and their safety is promoted well overall. The partnerships with other agencies that are involved with children are good and partnerships with parents are outstanding, ensuring that individual needs are well met. A strong commitment to self-evaluation by the manager and staff team ensures that priorities for future development are promptly identified and acted on. This results in a service that maintains good, continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of the names of the children looked after on the premises includes all the children's

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hours of attendance.

To further improve the early years provision the registered person should:

- improve consistency in the implementation of the assessment system to ensure all the children's individual learning needs are promoted effectively.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from abuse well. All staff has completed relevant training and are confident in knowing signs and symptoms of abuse and the procedures to follow. Recruitment procedures are very robust. Copies of staff qualifications and information on their suitability is made easily available. Good induction procedures are in place, which in turn, ensures staff are aware of their responsibilities and children are kept safe and well supported. However, not all documentation is maintained appropriately. For example, the arrival or departure times of children's attendance is not always recorded. The effectiveness in which the setting deploys resources is outstanding. Furniture, equipment and resources are of a high quality and used effectively to support children's learning. For example, children are given regular opportunities to use an extremely well organised, safe and attractive child-friendly outside area, with a wide range of stimulating resources that promote all areas of learning.

Children with special educational needs and English as an additional language are supported well, and there is a good range of activities addressing diversity. Staff establish strong links with other agencies, ensuring that individual needs are fully met. For example, they attend pre-school meetings to discuss the needs of individual children to support and ease their transition to school. There are outstanding partnerships with parents in place. Parents are extremely well informed about the setting and their children's achievements, and feel the staff are genuinely interested in the children, as well as very friendly and caring. Effective systems are in place to encourage them to be involved in the children's learning. For example, staff and parents successfully share information on what children are doing both at the setting and at home, through daily informal conversations and communication books. Parents are also valued and successfully encouraged to share their expertise and knowledge with children.

Management communicates ambition and drive well, and is confident in knowing what it needs to do in making and sustaining improvements. For example, staff are successfully encouraged and supported in obtaining further qualifications, which in turn promotes children's overall learning and development. There is a strong commitment to evaluating and improving the quality of the setting through collaboration with outside agencies, such as Early Childhood Environmental Rating Scale and Quality Assurance Schemes, such as 'Quality Counts'. Staff have also used the Ofsted self evaluation form and successfully met all previous recommendations. As a result, realistic action plans are implemented and completed. For example, a stimulating sensory room being fitted has successfully

promoted children's creativity and as a result of the reorganisation of the outside area, children have further opportunities to develop their physical skills and knowledge in all areas of learning. As a result, the provision effectively maintains good, continuous improvement.

The quality and standards of the early years provision and outcomes for children

Staff interact well with the children. They extend children's learning in communication, literacy and language very well. For example, they involve babies in lots of conversations and ask lots of open-ended questions about the stories they read with more able children. As a result, more able children thoroughly enjoy participating group story time sessions and communicate confidently. For instance, they excitedly predict the story lines and discuss their associated experiences with family members. They develop good knowledge and understanding of the world through stimulating first-hand experiences. They observe South African snails brought into the setting and engaging in first hand experiences, such as visiting garden centres and parks with ponds. They also grow and observe an abundance of vegetables and fruits in an attractive outside growing area. Children are motivated and interested in their activities and more able children play cooperatively. For example, they spend time happily using the computer giving guidance to other children on what they must do and how.

Babies have good opportunities to develop skills in number and calculation. Staff give them reasons to count, for example, when building a tower from soft bricks. They also explore small groups of objects, such as a small world ark with animals positioned in ones and twos. Children make a lot of choices and decisions and are developing independence very well. As a result, babies are beginning to wipe their own hands before snacks, young children confidently inform staff of what they want for their snacks, and the more able children independently help themselves to the food they wish to eat. Information from observation and assessment is used well overall to inform planning. For example, all staff effectively find out children's starting points through 'All about Me' books completed by parents and a summative report of the information gathered. However, some aspects of the observation system are not consistently implemented by some staff. For example, some observations are not linked to areas of learning, and the interests of children in the setting and the next steps in children's learning are not always identified. This means that some children's learning needs are not effectively promoted.

Very good, positive steps are taken overall to promote the physical safety of children. For example, thorough risk assessments and procedures are written up, regularly reviewed and implemented for the premises and for outings. Staff also implement effective procedures regarding security. For instance, all visitors are only admitted by staff and the times of their visits are vigilantly recorded. Identification documents are also checked of those unknown. Children are developing a very good understanding of keeping themselves safe. For example, they enjoy visits from both the Police and Fire Authority and as a result, the more able children are confident in knowing some of the procedures to cross roads

safely.

There is a strong emphasis on healthy lifestyles. Children are active and thoroughly enjoy physical education sessions. For example, they enthusiastically take part in innovative games, such as 'The Bean Game', where they interpret the names of different types of beans into physical movements. As a result, they know exercise such as running makes them strong. Detailed medication and accident records are in place, which means that children's health is promoted very well. Children participate in regular everyday hygiene routines and are developing a secure knowledge of the importance of washing their hands. As a result of discussing healthy eating, children make informed choices about what they eat, as well as growing and sampling a great variety of vegetables and fruit. Children are gaining an excellent knowledge of healthy eating and its benefits.

Staff implement effective strategies to encourage children to develop habits and behaviour appropriate to good learners. They are good role models and use effective strategies to encourage younger children to understand their inappropriate behaviour. Children are valued and engage in a very good range of activities that help them value diversity; recognise their own unique qualities and a positive sense of identity. For example, their parents are welcomed into the setting to share their expertise regarding celebrations, such as Diwali. As a result, children are developing a strong sense of security and very confident relationships with adults and their peers.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met