

# Gaytime Nursery and Baby Unit

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 139920  |
| <b>Inspection date</b>         | 12 September 2007                                 |
| <b>Inspector</b>               | Lisa-Marie Jones                                  |
| <b>Setting Address</b>         | 18 Stanley Park Road, Wallington, Surrey, SM6 0EU |
| <b>Telephone number</b>        | 020 8647 7652                                     |
| <b>E-mail</b>                  | info@jancett.co.uk                                |
| <b>Registered person</b>       | Jancett Group Of Day Nurseries                    |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | Full day care                                     |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Gaytime nursery and baby unit is a privately owned nursery and forms part 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 on a main road in Wallington, which is within the London borough of Sutton. There are four group rooms where the children are based. They also have access to a garden area and play room with a ball pool and sensory equipment.

It provides full day care for up to 55 children aged between six months and five years. The children are grouped according to their age and ability. The nursery operates from 07:30 until 18:00 five days a week all year round apart from Christmas and bank holidays. They currently have 50 children on roll, of those 22 children are in receipt of funded nursery education. They offer support for children with learning difficulties and/or physical disabilities and children who speak English as an addition language. There are extra activities offered for a fee including French, dance and football.

There are 10 employed members of staff who work directly with the children, all of whom have Early Years qualifications. The manager is supernumerary and a cook and cleaner are also

employed. As well as providing a training childcare programme within the group, the nursery has support and mentoring from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are very well protected from the risk of infection because staff take positive and highly effective steps to promote good hygiene practices within the nursery. They follow clear and concise policies and procedures to ensure they maintain high standards of cleanliness. Children learn and understand about the importance of good personal hygiene through daily routines, for example, they have access to bathroom facilities outside in the garden so that when the children can go and wash their hands without being prompted. Children's health is further protected because staff keep accurate and concise records and stringent measures are taken when children are ill. The majority of the staff are first aid trained, and have access to fully stocked first aid boxes, should a child require first aid treatment. Children's health is further protected as some staff are trained in administering lifesaving medications such as epipens.

Children thrive for having regular healthy and nutritious drinks and food which are ample in quantities for their needs. The food is properly prepared by a qualified cook and complies with dietary and religious requirements, therefore children are nourished well. Children grow their own vegetables and fruit to eat; this contributes significantly to children's understanding of a healthy lifestyle.

Children engage in a wide range of regular stimulating physical activities which are very successful in developing their physical development. They have additional opportunities to take part in dance and football from outside agencies to develop their skills and co-ordination. Children are encouraged to understand the importance of a healthy lifestyle and how the body works, through a purposeful range of ongoing activities. They learn not only about how to care for themselves and others, but how to care for the environment, such as tending the garden and caring for the rabbits in the petting area. Children skilfully use a range of tools and materials that help them develop co-ordination, for example, they thoroughly enjoy walking across the wobbling bridge and taking turns on the trampoline. The outdoor space greatly enhances the children's development as it is well resourced and is used all year round as a learning environment. This has a huge impact on the children's learning as they are able to independently explore and have access to fresh air to aid in their physical development and overall wellbeing.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming environment where they feel a sense of belonging. Parents and children are greeted on arrival and children eagerly run off to explore what is on offer to them. Children were seen to enter rooms and go and find staff and hug them on arrival.

Children choose from a good range of, age appropriate resources and equipment which are well maintained and conform to safety standards. They are well organised to create an environment where children are able to make choices and be independent learners.

Risk of accidental injury to children is minimised as staff take positive steps to promote safety and thorough precautions are taken to prevent accidents, therefore children are able to move

around safely, freely and independently. In the garden children are well supervised and areas are sections off to ensure they are safe, however, the gate leading to the garden from the road is easily accessed. Children take part in a range of activities to make them think about keeping themselves safe, staff are good at reinforcing ways to maintain safety and to keep their friends safe. Children are confident to take responsibility for their own safety and they readily alert other children if they feel they are in danger.

Child protection procedures, approved by the local safeguarding children board, are fully complied with. Qualified and experienced staff have an good understanding and knowledge of effective steps to safeguard children from abuse and neglect.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children thoroughly enjoy their time in the nursery. All children arrive happy and are eager to participate in activities. They settle easily and are purposefully engaged throughout the session. They relate very well to each other and socialise and make friends and behaviour is extremely good. Their welfare is promoted well as staff plan a challenging range of activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities, using the Birth to three matters framework. All planned activities are consistently evaluated to ensure that they are challenging for the children but the planning does not always highlight the children's individual needs. There are detailed observations kept, but they are not always used to aid planning. As a result, children's individual needs are not always consistently met. The organisation of resources allows the children to make choices and promote their independence. They are encouraged to be independent in their self help skills including feeding themselves, taking on and of clothing and helping to clear away toys and resources. Staff engage well with the children, they take time to explain things and point things out in the environment to enable children to make connections in their learning.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals. By the time they go to school they are well prepared and confident to accept the transition to their new environment. Staff have a sound understanding of children's individual needs and are fully able to plan a range of activities based on real life situations that help children progress in all areas of learning. With a good balance of adult and child-led activities this allows children to learn at their own pace and practise skills. Planning is challenging and flexible and children make choices about what is going to happen during the day or the week, activities are evaluated well. Children's assessments are kept up to date and there is an effective system in place to identify the next steps of learning. But they are not consistently used to aid planning, therefore planning does not always give true reflection of the teaching that takes place and as a result, it does not always highlight children's individual needs.

Children have a good attitude to learning and enjoy their time in the pre-school. One of the key strengths of the pre school and indeed the nursery as a whole is promoting children's personal, social and emotional development. They are becoming very independent in their learning and development as they have many good opportunities to choose activities and take responsibility for themselves. Staff are competent in making children aware of consequences to their behaviours, therefore children have an excellent awareness of right and wrong. Children gain respect for others and their beliefs, cultures and traditions through a wide range of meaningful topics and activities. There is a strong ethos regarding caring for each other and

in the main entrance of the nursery, there is a kindness and unity tree with symbols that reflect peace and caring.

They enjoy using books not just for sharing stories but for using as referencing tools. They happily sit and share toy catalogues in pairs and discuss the items and compare pictures and make decisions on what they are going to play with. Children are exposed to linking letter sounds on a regular basis and make excellent progress in their reading skills. They can recognise their names and simple words on boxes and labels around the room. Their language skills are further developed as they can take part in weekly French lessons. They count confidently and are able to perform simple addition and subtraction exercises through songs and everyday activities such as laying the table. Children are skilled in using scissors and knives for cutting fruit. They have good opportunities to practise their pencil control and can, therefore, form very legible written words.

### **Helping children make a positive contribution**

The provision is good.

Equality of opportunity and anti-discriminatory practice for all children is actively promoted by all staff. Children have many opportunities to explore meaningful world celebrations, which are facilitated by visits to and from the local community. Children have access to a purposeful range of resources on a day to day basis that promote a positive view of the wider world. Children's individuality is highly regarded and all their needs are carefully considered, especially regarding the planning of activities and staff adapt activities to suit the needs of the children. Children's home languages, cultures and family backgrounds are well known to the staff. They ensure that words in various languages are displayed and cultural activities reflect the people who attend and work in the pre-school.

The provision fosters children's spiritual, moral, social and cultural development.

There are good systems in place to support children who have identified learning difficulties and/or physical disabilities. Staff take steps to promote the welfare and development of all children within the setting, in partnership with the parents and other relevant parties and set attainable goals for children. This ensures that they consistently meet all the child's needs within the nursery and help them reach their potential.

Children are helped to understand responsible behaviour and behaviour is excellent throughout the nursery. They take turns and negotiate through their play at all times. Children are treated with respect and are given lots of praise and encouragement to promote their self-esteem.

Children benefit from sound relationships between their parents and staff, helping them receive consistent care both individually and as a group. Information is shared through daily informal chats, planned activities are on display for all parents and through daily record sheets. Settling-in programmes for new children are done on an individual basis to suit the child and family needs. Parents and children are given good information about the nursery prior to starting and staff gather lots of information from parents to ensure they are fully prepared to care for each child.

Partnership with parents and carers is good.

The good partnership with parents contributes significantly to children's wellbeing in the pre-school. Parents receive good information about the Foundation Stage and how children learn. This ensures parents have a sound understanding that play has an important role in

developing children's skills. Staff consistently involve parents in their child's learning by encouraging them to spend time with their children for instance, to assist on trips or through promoting cultural awareness. They are kept well informed about their children's progress as they contribute during parents' meetings and work together to decide on the children's next steps of development.

## **Organisation**

The organisation is good.

Children are very confident and skilled in initiating their own play and learning, and the planned and organised resources allows them to do so. Staff are efficient in the use of policies and procedures to promote the welfare, care and learning of children. Parents are kept very well informed about the service that is being provided and their child's daily activities. This contributes greatly to the continuity in the children's care. Children are cared for by qualified and experienced staff who have a good understanding of child development. Robust recruitment procedures are in place to ensure staff are vetted appropriately.

All legally required records, policies and procedures which contribute to children's health, safety and well-being are in place and are regularly reviewed. Policies and procedures are unique to the setting and work effectively in practice, as staff are effectively inducted and kept up-to-date through meetings and supervision sessions.

Overall, the setting meets the needs of the range of children for whom it provides care.

Leadership and management of the nursery education is good. They have very recently employed a new manager who is fully committed to ensuring that children receive good quality care and education and through the support of higher management are continually developing and improving the provision. Good use is made of support from the local authority and they provide staff with lots of in house training. There are systems to monitor and evaluate the curriculum and care on offer, in order to identify strengths and promptly address areas for improvement. However, this needs to continue to improve to ensure that it is successful in contributing to quality teaching. Management and staff are totally committed in promoting an inclusive environment in which every child matters.

## **Improvements since the last inspection**

Good improvements have been made to the care and education that is provided. At the previous care inspection three recommendations were set: Ensure staff have a full understanding of the needs of children with English as an additional language, ensure that children are encouraged to self select their own materials and ensure that children's individual needs are met when organising the daily routine.

Children with English as an additional language now are fully supported within the nursery as staff have attended training and now gather as much information from parents regarding useful daily words and use a variety of visual aids including pictures and written words. Children's independence is now being promoted well, as they now have the opportunity to self-select toys and equipment as toys are stored in labelled low storage systems. Their individual needs are now being met through the organisation of the daily routines and by the use of regular observations and individual learning plans.

At the previous education inspection one point for consideration was put forward to the group. Incorporate into the daily plan the deployment of students and ensure they understand the learning objectives of the activity they are supporting so that when they are working alongside children, they know how to interact appropriately to support children's development. Activity guidance sheets are now in place for all students and they are supported by the proprietor, manager and development officer. Meetings take place at the beginning of each day or session so they know what is expected of them, therefore they are able to interact and support children's development.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the garden can not be easily accessed by strangers

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the current planning system to ensure it consistently highlights learning intentions and includes children's individual planning of their next steps (also applies to care)
- continue to improve the current systems for monitoring and evaluating the care and education that is on offer (also applies to care)

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