



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

URN 130697

**DfES Number:** 513112

### **INSPECTION DETAILS**

Inspection Date      25/05/2004  
Inspector Name      Susan McCourt

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Joyland  
Setting Address      27 Grantham Road  
                                 Brighton  
                                 East Sussex  
                                 BN1 6EE

### **REGISTERED PROVIDER DETAILS**

Name      Mrs Lynn Hoare

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Joyland Nursery opened in 1986. The nursery includes an after school club and operates from the ground floor of a house in a residential part of Brighton, serving the local community. The nursery has four playrooms and a garden. It is open between 08:30 and 17:30, Monday to Friday, term time only. It is registered for 20 children aged two to eight years.

There are currently 70 children on roll, of whom 20 are funded three-year-olds and 16 are funded four-year-olds. The group support children with special educational needs and for whom English as an additional language. There are eight members of staff including two deputy supervisors and a manager. Four members of staff have appropriate qualifications and two are undergoing further training.

### How good is the Day Care?

Joyland Nursery provides good quality care for children. Staff are extremely skilled and experienced and provide a high staff-child ratio. The playrooms are well-equipped and provide an inviting and stimulating place to play. The policies and procedures that guide the group in its practice are kept in line with best practice although the complaints procedure is not clear about Ofsted's role.

Staff are very careful of children's safety and regularly review their procedures. All staff are first aid trained and hygiene is a priority. Parents provide all food and they are advised about healthy eating. Drinks are available at all times. Staff take great care to meet the individual needs of all children and gather extensive information when a child starts. Staff will learn basic phrases and words to help children with English as an additional language to settle in, and similar attentiveness is given to children with special needs. There is a good child protection policy and staff know that the welfare of the child is paramount.

Staff have established a routine that includes an excellent variety of interesting activities and are happy to adapt what they do in response to children's ideas. They promote the children's learning while ensuring they are settled and happy. The after

school club is also relaxed and welcoming. The staff introduce the children to a variety of different cultures through festivals, food and music. Activities are adapted where necessary to include children with special needs. Staff are very positive and supportive in managing children's behaviour and encourage politeness.

Parents have access to all the policies and procedures that guide the practice of the nursery and also receive a monthly newsletter. The notice board gives information about topics and activities. Staff are always present to talk with the parent about their child's day and also give daily written information about activities and learning.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Excellent support is given to children with English as an additional language. There is an extra information sheet completed at registration to give staff basic words and phrases of the child's first language. Staff can then ensure that the child understands what is happening at the nursery.
- Staff give very positive support to children about their behaviour. They use lots of praise and encouragement and children are given a variety of stickers for their achievements. Staff also encourage children to be polite.

#### **An aspect of outstanding practice:**

Staff are very skilled at knowing how each child learns, and what they know. They adapt the curriculum to provide an excellent balance between support and challenge, and adapt activities spontaneously in response to children's ideas. Children are therefore very confident to speak up and have good self-esteem.

#### **What needs to be improved?**

- the complaints policy.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	Clarify Ofsted's role in the complaints procedure.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Joyland Nursery is acceptable and of high quality. Children are making very good progress towards the early learning goals in all six areas of the curriculum.

The quality of the teaching is very good. Staff are very knowledgeable about the Foundation Stage and know where each child is at in terms of the stepping stones. This enables staff to use appropriate questions to tailor activities and ensure that children can learn with confidence and enjoyment. The plans and assessments are all based on the stepping stones. Staff work closely with parents to ensure that they know the child well. Children are well-settled and secure as a result. The staff set up an excellent variety of interesting activities and children can choose what they want to play with. Staff respond enthusiastically to children's ideas and questions in order to develop the children's play and learning in a fun way.

The leadership and management of the group is very good. The manager and deputies work alongside the staff in all areas of the nursery to ensure that new members of staff have excellent role models. Staff are encouraged to train and develop their qualifications and have annual appraisals. The staff team meet regularly and work with the owner of the nursery to constantly update and develop best practice.

The partnership with parents is very good. Parents have a handbook giving good information about the nursery and a full set of policies and procedures is available on the notice board. Parents receive a monthly newsletter and can see the plans and topic ideas so they always know what their child is learning. This is further detailed in a daily note which invites parents to give feedback. The information given is written in terms of the stepping stones, however consideration should be given to presenting the information in a more inviting way to encourage parents to take a full part in their child's learning.

### What is being done well?

- Staff are very committed to meeting the individual needs of all children. They take detailed information from the parent when the child starts at the nursery, including an extensive range of words and phrases for children where English is an additional language. This enables all children to quickly settle and feel confident with staff.
- Staff are extremely knowledgeable about the Foundation Stage and have the stepping stones at their fingertips. This enables them to respond quickly to any question a child has, sometimes devising interesting impromptu activities in order to develop the child's learning.
- Children have lots of opportunities to learn pre-reading skills. They learn sign

language, see labels that include words and pictures, and recognise their names on pegs and water-bottles.

**What needs to be improved?**

- the involvement of the parents in the assessment of the children.

**What has improved since the last inspection?**

At the last inspection the provider agreed to encourage all staff to undertake training in the early learning goals. Staff did this training as soon as it was available and new staff have attended training as part of their induction. In addition, the staff have made posters and signs detailing the stepping stones and these are displayed around the nursery to act as reminders. Staff refer to the stepping stones throughout the planning and assessment process, keeping the Foundation Stage at the forefront of their work.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff are very attentive to children's needs, ensuring that they feel very settled and secure in the nursery. Children show curiosity and are very interested in the activities the staff organise. The children make choices about what they play with and concentrate for extended periods. They co-operate well with each other, sharing and taking turns. Staff encourage children to be independent in their self-care. Children behave well and staff encourage the children to be polite.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff have created extensive opportunities for children to recognise words and letters by the use of labels with corresponding pictures. Children are confident communicators and enjoy using sign language. Children recognise their names on pegs and water bottles. Staff use props and puppets to bring stories to life and staff are skilled story-tellers, encouraging an enthusiastic response from the children. Children do a lot of mark-making, and staff are very supportive of all attempts to write.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently when playing and join in with staff when they count the children. Children use number names confidently and can identify numerals, matching them with the correct number of objects. Children learn simple addition and subtractions in songs and other practical activities. Children learn about shapes by looking at everyday objects. Staff take opportunities to enable children to compare size in activities such as seeing who is the tallest in the group.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use a variety of made and natural materials in their craft activities. They learn about growth and change by observing seeds and plants. Staff take opportunities to link children's play to what they have learned from community visitors such as the police officers. Children use the computer independently and other technological toys are present throughout the nursery. Children talk about past events and learn about other cultures in a variety of interesting activities.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and learn to climb, balance, throw and catch. They use tricycles and strider toys safely, waiting for others to move before moving themselves. Staff teach the children about sun safety and the importance of drinking and eating healthily. Children enjoy action songs and take an active part in stories. They use equipment such as scissors and dough tools safely.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use a variety of materials to make paintings, drawings, collages and sculptures. Children join in with singing and playing instruments. They listen to a broad spectrum of music from around the world and dance and listen well. Staff set up a good variety of role play situations where children join in enthusiastically, developing the role play with the encouragement and support of staff. Children talk about what they have created and show pride in their work.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Devise ways to involve parents in the assessment of their children.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*