

Joyland

27 Grantham Road, Brighton, East Sussex, BN1 6EE

Inspection date	04/03/2014
Previous inspection date	13/12/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an extremely secure knowledge of how children play and learn. They provide rich, enabling environments for children which maximise their learning opportunities and enable them to make very good progress.
- Leadership and management are inspirational and all staff are highly motivated to develop their knowledge and skills to continue to improve the provision.
- Excellent systems are in place to monitor and evaluate the quality of teaching and its impact on children's learning.
- A well-established key person system helps children to form secure attachments and this promotes their well-being very effectively.
- Children's language development is given very high priority with confident and skilled practitioners extending children's listening skills and vocabulary very effectively.
- Partnerships with parents are highly effective because staff are deeply committed to working together with them to ensure excellent continuity of care and learning for children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the rooms across the nursery and the garden.
- The inspector examined a selection of policies and children's learning and development records.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector undertook joint observations of staff, with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection, and through written feedback.

Inspector

Helen Edwards

Full report

Information about the setting

Joyland registered in 1986 and provides nursery and after school care on the ground floor of a house in the Fiveways area of Brighton and Hove. Children have access to four play rooms, plus enclosed outside play areas and garden. The setting is open five days a week during term time from 8am to 5:30pm. There are currently 66 children on roll. The setting supports children with special educational needs/and or disabilities and children who speak English as an additional language. The setting receives funding for nursery education for two-, three- and four-year-olds. There is a staff team of six, four of whom have appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to develop their writing skills in the role play areas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff and management team have an excellent knowledge of the Early Years Foundation Stage. They use this exceedingly well to motivate and support children in their learning and development. Staff have a full understanding of how children learn most effectively, and they know precisely what is needed to challenge, extend and support their individual needs. This is due to robust procedures for observing and recording children's learning and development and for tracking their progress.

Children's interests and levels of development are actively sought from parents when children first start at the setting. This information provides a detailed and informed picture of each child and their starting points. Staff skilfully take this forward to plan stimulating learning opportunities for children and to maximise their learning experiences. Planning reflects children's current interests so that activities are relevant and interesting for them. As a result, children make rapid progress. Parents regularly share in their children's learning through frequent updates of what their children enjoy and do at home. They view their children's learning journeys which are updated frequently by each key person, and these are well received and valued by parents.

Children are curious and active learners, showing a high degree of confidence and enthusiasm. This is because staff make the nursery environment a fun place to be, with many opportunities for children to make choices and engage in individual and group activities. Staff are highly skilled in extending children's thinking skills through the use of

open ended questions and they introduce children to new words to extend their vocabulary, for example 'lantern' and 'daffodil'. Children listen attentively to each other, and enjoy sharing their interests and opinions, confident in the knowledge that their ideas are valued by all others in the setting.

Staff read stories to children regularly and discuss the content. For example, they talk about what outer space is like, and whether it is light or dark. Staff encourage children as they enjoy searching for pirates in the illustrations, and count them accurately. Humorous exchanges are common place throughout the day, with witty language from staff to make children laugh, for example, 'Cats are very partial to a chicken leg!' Staff motivate children who join in excitedly with rhymes and songs and thoroughly enjoy the music and movement opportunities. Staff promote children's physical development exceptionally well by providing opportunities for mark-making, small world play, construction, the balancing beam, climbing wall and scooters. Children write freely at the writing table and using the paintbrushes and water outside, where they develop their upper arm strength and coordination. Staff display children's writing and drawing and children remark on their contributions to the displays. Staff use and encourage mathematical language throughout the day, for example, 'We need to find two more', and regularly count with the children. They teach children to recognise and manipulate shapes through playing with puzzles, recycled materials, role playing in the mechanics workshop, and building with various construction kits.

Staff encourage children to enjoy discovering the properties of paint, sand and playdough and learn to describe how different materials feel. They use collage materials and glue to create individual works of art. Children benefit from an exceptionally well resourced role play room, where they pretend to bath babies, cook dinner, and set up a hairdressing salon. However, there are fewer opportunities for children to use writing materials as part of their imaginary play.

There is a very good balance of child-initiated and adult-led activities which offer children the opportunity to progress well across all seven areas of learning. Children demonstrate their excitement and motivation to learn and are busy and engaged at all times.

The contribution of the early years provision to the well-being of children

Staff have established secure and warm emotional attachments with their key children; this is evident in the caring relationships observed. Children love cuddles and close contact, but are equally confident to move away from the trusted staff and explore independently. This demonstrates their developing confidence in their own abilities and the fact that they feel safe and secure to discover new opportunities. Discussions with parents reiterate these exemplary relationships as parents say that their children talk affectionately at home about the staff. Staff work very effectively with parents to support a smooth transition into the setting. They ensure that they know all about the child's levels of development, interests and care and learning needs.

Children are developing courteous and respectful behaviour as they follow the exemplary

models of the staff who care for them. Behaviour is excellent with very minor disagreements quickly sorted out through discussion and cooperative behaviour. Children are very affectionate and kind towards each other, and greet their friends on arrival at the door, happy to see them and eager to start playing.

Through staff's careful direction, children show a very good understanding of personal care routines. They wash their hands after painting, after using the toilet, and prior to eating. They help to care for their environment by volunteering to sweep up the sand to avoid other children slipping. Children engage in a wide variety of physical activities, both indoors and out and gain a secure understanding about the importance of taking regular exercise as part of maintaining a healthy lifestyle. Healthy lunch boxes are promoted due to the informative leaflet produced for parents.

Staff discuss children's personal care routines with parents, and follow them explicitly. Nappy changing is a time where staff chat to children, and encourage them to help with dressing. A robust system is in place for keeping children safe. For example, risk assessments are completed in each area of the nursery, and staff are vigilant whilst allowing children to negotiate risks for themselves. Staff talk to the children about how to avoid bumps and to use the space safely.

Transfer to school is well planned; staff meet with future reception teachers to discuss children's levels of development and their friendship groups, in order to provide an easy transition to school. Staff take children to the local school, and make books about their new school which include photographs of their new uniform. This helps to prepare children for the move and supports their future learning.

Staff talk to children about their local environment to enhance children's understanding of the wider world and invite their views. Visits to the setting by professionals, for example, paramedics, the lifeboat rescue crew, and the road safety officer further develop children's understanding of the world and how to keep themselves safe.

The effectiveness of the leadership and management of the early years provision

Leadership in the nursery is extremely strong and the management team has high aspirations for quality and the ongoing development of the service. They have an excellent understanding of their responsibilities in meeting the learning and development requirements. The curriculum is monitored effectively to ensure all children make the best possible progress through an exciting programme of learning experiences.

A highly effective system is in place for regularly monitoring practice and seeking the views of staff, children and parents to ensure the setting is always evolving and improving. Parents speak extremely highly of the approachable and friendly staff team. They say 'Joyland is fabulous and all the staff are wonderful' and 'I really appreciate the informality of the setting'. They say that their children settled easily and are very happy with their children's progress. They feel confident in the care and education provided for their

children, and that staff are ready to listen to minor concerns. The management team sets very high standards and staff are fully committed to achieving standards of excellence in all areas.

Robust recruitment and staff development systems are in place. Staff receive regular supervisions and appraisals and targets are set with the manager to support ongoing professional development. Staff attend frequent training events and also complete online training. As a result, all staff are enthusiastic and highly motivated, and staff morale is high.

Children's care and welfare are significantly enhanced by the highly effective way in which the setting is led and managed. Comprehensive systems throughout the nursery safeguard and promote children's welfare and all staff are trained to recognise any child who may be at risk of harm and take appropriate action. The setting works closely with outside agencies to support the welfare and development of children. Where required, the setting seeks support from outside professionals to identify, monitor and promote the development of children with special educational needs and/or disabilities. Children follow individual educational plans developed in consultation with parents and other professionals.

This excellent nursery gives all children a very secure foundation for future learning and development and ensures they are ready for the next stage of learning when they start school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	130697
Local authority	Brighton & Hove
Inspection number	955150
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 7
Total number of places	20
Number of children on roll	66
Name of provider	Lynn Hoare
Date of previous inspection	13/12/2010
Telephone number	01273 554 886

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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