

# Joyland

Inspection report for early years provision

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<b>Unique reference number</b>	130697
<b>Inspection date</b>	13/12/2010
<b>Inspector</b>	Chris Mackinnon

<b>Setting address</b>	27 Grantham Road, Brighton, East Sussex, BN1 6EE
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<b>Telephone number</b>	01273 554 886
<b>Email</b>	lynn.hoare@btconnect.com
<b>Type of setting</b>	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**

Joyland was first registered in 1986 and provides nursery and after school care on the ground floor of a house in the Five Ways 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 8:30am to 5:30pm.

The setting is registered to care for a maximum of 20 children aged from two to eight years. There are currently 55 children on roll, with up to 44 in the early years age range. 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. There is a staff team of eight and most have completed early years training.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting is a long established provision, with a well organised staff team providing consistently good childcare. Children enjoy an attractive and highly stimulating play environment, with access also to an excellent range of outdoor play areas. The setting is highly successful in its planning and organisation of play activities, and children make excellent progress with their learning. The observation and assessment of children's achievement is exemplary, and highly detailed. The setting maintains close partnerships with parents and carers, and improvement is successfully promoted through the effective use of key person working and clear self-evaluation systems.

## **What steps need to be taken to improve provision further?**

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

- develop further the range of visual learning material in the outdoor play areas.

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

The day care setting is consistently well managed and has a well qualified and experienced staff team. The setting's leadership is mostly conducted by the manager, working closely with the owner, who also has input into the organisation of the learning programme. The manager works effectively with the staff team and a well organised key person system is in place. Regular weekly planning and development meetings are organised for all staff, and the setting's is also effective in maintaining links with parents and nearby schools. Safeguarding is consistently

organised within the setting, and staff have a good awareness of child protection procedures. Staff training in safeguarding is regularly updated, and a clear range of policy guidance is in place to promote children's welfare and security.

The setting has a particularly well organised play and learning environment, which is judged as outstanding. The premises have been successfully modified to provide an excellent range of play rooms and learning areas. Children have access to most of the ground floor, with three play areas providing opportunities for messy play, art crafts and group circle time. Children also have access to a separate and well stocked role play room, providing resources for dressing up, play kitchens and many materials for child led play. Recent re-organisation of the setting's back garden has resulted in a wide range of interesting and varied outdoor play opportunities. Children enjoy physical play and balance games, and take turns on the trampoline. A wide range of well chosen play resources and materials are provided within the play environment, and children are presented with consistent learning challenges. For example, a series of excellent visual learning displays indoors, promotes children's awareness of shapes, letters and numbers. The setting is in the process of developing and extending its promotion of visual learning, particularly in the outdoor play areas. The continuing development of visual material outdoors is noted as an area for further improvement. Staff take care to ensure all children are included, and a high level of one-to-one contact ensures children make progress across their learning gaps. Staff key persons focus effectively on individual children's learning needs and take care to work with outside agencies to promote children's speech and language skills. This is particularly evident with children who have English as an additional language. Children are successfully encouraged to develop a good understanding of the wider world, and a well planned range of activities are in place to support their understanding of diversity and other cultures.

The setting maintains consistent partnerships with parents, and other settings. Staff have regular contact with local schools, and also successfully liaise with local authority support workers who assist with language and disability development. Parents have frequent opportunities to review the setting's highly detailed and informative progress records, where they can follow their children's achievement. Parents and children are well supported by their key persons, who act as the main link with families. Parents are encouraged to become involved with the children's play projects and continue the learning themes at home. Key staff also make good use of information from home, to encourage children's interests. Parent questionnaires are regularly used to gather comment and promote changes within the setting.

The setting staff are confident child care practitioners and show considerable skill in their application of reflective practice. Staff make good use of a range of methods to assess the effectiveness of the activities, and presentation of resources. For example, frequent changes are made to the visual displays to facilitate specific learning initiatives; such as exploring words that can be used during water play. The weekly play plans are also frequently varied, as the children's own ideas are followed and explored. The setting has produced a detailed and well written self-evaluation document, that outlines practice, and clearly identifies areas for improvement. The setting also has an ongoing action

plan, which is used to promote improvement, and staff are currently undertaking a locally organised Quality Assurance scheme, which has enhanced the quality of children's learning and development.

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

The setting provides a highly organised and well planned programme of activities, that successfully supports children's enjoying and achieving. The manager and owner work together effectively to produce the setting's planning, which is organised one year in advance. This is developed into monthly plans, which identify a range of learning themes, and focussed learning is introduced to support the early learning goals. Weekly plans are also used to prepare the play environment, and ensure individual children engage in all the six areas of learning. The setting's use of focussed learning is an outstanding aspect of staff practice, and has a high impact on children's achievement. It also enables staff to successfully support and develop individual children's skills for future learning.

The setting sets high standards with the quality of its teaching. There is a strong emphasis on language and word based learning with poems, stories and a good awareness of narrative introduced into many of the activities. The staff are skilled communicators, and use Makaton signing and continually encourage children to tell their news and make up stories. Good work is also done to maintain staff teaching skills, through peer support and sound direction from the manager and deputy. Staff consistently make use of extending, to explore colours, numbers and sizes with children. Staff ask many questions about home and the children's interests, to develop creative learning. Recently the setting undertook a quality assurance exercise, which involved the recording of staff conversations with children. This has yielded considerable benefit in the consistency of staff interactions, and level of one-to-one contact with children.

Much excellent use is made of continual assessment to maintain children's learning progress. Staff are highly consistent in the frequency of their note taking and observation of children's individual achievements. A highly organised element within the assessment system is the use of planned 'targets' for children, which successfully track individual progress; and identifies next steps and ways forward with learning. The setting's key person system is also highly effective in tracking and monitoring children's progress, and key staff work closely with parents to include them in their children's learning journeys. The setting was one of the first

provisions to embrace the early years learning framework, and this shows in the overall high quality of the planning, teaching and assessment; which is outstanding.

Staff successfully encouraged children to feel safe within the setting, and follow clear procedures to maintain safety and security. Daily checks are made on all play areas, and a well organised range of risk assessments are used to ensure hazards to children are minimised. Staff consistently promote children's healthy growth and development, and children are encouraged to learn about healthy foods. Children are encouraged to be active, and have daily music and movement sessions with staff. These are a great source of fun and also encourage social confidence and fitness. Children engage in a wide range of physical activities, particularly outdoors, and have many opportunities to develop their physical skills. For example, push rides and obstacle courses promote coordination, and children greatly enjoy the slide and climbing frame. Overall, children show consistent physical confidence, and demonstrate ability with balance and using a range of tools and materials.

Staff successfully promote children's good behaviour, and care is taken on a one-to-one basis, to help children join in and contribute to the play sessions. The promotion of children's personal and social learning is well included in the planned programme. Children have frequent shared learning tasks and group play opportunities are provided, to promote cooperation and working together. For example, children share assembly play by making roadways and houses, and help each other during role play hairdressing. Children also sit and listen well during group story times, and staff successfully promote children's awareness of feelings; exploring happy and sad through the use of books, narrative and visual learning.

The setting is highly successful in its support for children's future learning, and this is particularly evident in communication language and literacy. For example, children have frequent opportunities for mark making, and have many one-to-one sessions with staff to encourage and develop their writing. A consistently strong element of the play programme is the support provided for children's speech and use of words. Staff encourage children to talk and be vocal, and children love hearing stories invented by staff. For example, the setting manager leads children in improvised 'stories' about trips to the zoo, and children join in by naming all the animals. Consistent focused learning is provided, particularly to support problem solving and numeracy. For example, a favourite activity for children is the use of compare bears and number based puzzles, which promotes their understanding of sets and sizes.

Staff provide a great many opportunities for children to be creative, and a series of well prepared role play areas within the setting enables child led play. For example, children play inventively with dinosaurs and model animals, exploring sounds and combining resources. Children's awareness of shapes and colours is well fostered through many creative art crafts, and children help to make large visual displays that support their learning projects. Many opportunities are provided for children to learn outdoors, where their knowledge and understanding of the world is successfully encouraged. The development of outdoor play is a significantly strong and positive feature of the setting, and contributes to the

overall outstanding nature of the play environment. For example, children are able to choose and read books outdoors and enjoy building towers with assembly sets. Children make use of a well prepared outdoor science area, for learning about nature and mini beasts. Children also have access to their own garden area, and enjoy digging, planting and learning about growing.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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