



Dee's Day Nursery (Wimbledon) Ltd

Inspection report for early years provision

Unique Reference Number	EY306334
Inspection date	21 March 2006
Inspector	John Edwin Warren
Setting Address	2 Mansel Road, London, SW19 4AA
Telephone number	020 8944 0284
E-mail	
Registered person	Dee's Day Nursery (Wimbledon) Ltd
Type of inspection	Integrated
Type of care	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.

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?

Dee's day nursery has been registered since July 2005. It occupies seven rooms in a large house in Wimbledon, South West London, close to rail and bus services. The nursery is registered to accept 40 children from 0 - 8 years of these no more than 21 may be under 2 years at any one time. Children are currently separated into 5 groups; 0 - 1 years, 1 year to 18 months, 18 months to 2 years, 2 to 3 years and 3 to 5 years. The movement through these rooms is flexible to meet the needs of the individual child. There are currently 13 staff 6 have a level 3 qualification and 7 have a level 2. There are children with special needs currently attending and 25 children have English as an additional language. The nursery is registered to accept funded 3 and 4 year olds, 5 currently attend. The nursery receives support from the local authority. There are currently 62 children on the roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding of the importance of their own personal hygiene. Children wash their hands independently after using the bathroom. Pictures are displayed in the bathroom area as a reminder that they should wash their hands and why. Staff are good role models for the children by following good hygiene procedures in all areas of their work, for example, during nappy changes. Children's health is protected because staff ensure that good sickness procedures are implemented whenever necessary. If children require medication whilst attending the nursery, staff ensure there is accurate recording and clear communication between themselves and the parents. Children also benefit from a staff team that has sufficient members who have an up-to-date first aid qualification. Children's physical well-being is also being fostered. For example, children are able to visit the toilets when they wish and those that are being toilet trained are praised and valued for their effort.

Children are given the opportunity to develop their independence at mealtimes and are feeding themselves. All children are given praise and encouragement for their efforts. Older children are pouring drinks for themselves with the support of the staff. All children are provided with a nutritious and well balanced diet. Children's individual dietary requirements are met. There is good communication between staff and parents and all these requirements are carefully recorded. Children are provided with the opportunity to make healthy choices, for example, at snack times children are able to choose from various fruits. Children have a basic understanding of how certain foods are good for them.

Children benefit from engaging in regular physical outdoor play. They enjoy the range of climbing opportunities on offer to them. Children are able to experience these facilities all year round and experience the variety of weather elements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to play in a well maintained and safe environment. Space is used well giving the children the opportunity to move freely without hindrance. Resources and play equipment provided is checked for safety on a regular basis. Children are reminded to be responsible for their own personal safety as they play. For example, children are asked to keep fingers clear of stair gates or they could hurt themselves. Children have an understanding of rules within the nursery to ensure they remain safe, for example, not to run in the rooms. Staff ensure that children stay safe on outings by keeping ratios to an easily manageable level. On these outings children develop their knowledge of road safety. Risk assessments are made on a regular basis in all areas of the nursery. Any accidents that do occur are dealt with quickly and effectively. A further risk assessment is then made to ensure the chances of an accident re-occurring in this area is minimal. Young children are provided with an environment that has a good balance between freedom and staying safe. For example, they are given the opportunity to climb on larger apparatus, but as they climb staff remind them to hold on tight and take their time. Subsequently children are able to challenge themselves but have reasonable expectations.

Children are protected from harm by others because of the staff's good knowledge of the child protection procedures and their ability to recognise the early signs and symptoms of abuse. Staff are sent on regular training sessions to ensure that their knowledge remains up-to date.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and interested in all of the play and learning experiences on offer to them. They enjoy being creative with a variety of mediums. For example, they are eager to experiment with musical instruments that are not familiar to them. They happily beat out familiar rhythms of favourite songs as they move around the room. Young children are willing participants in song times, they know a wide variety of tunes and join in enthusiastically with the actions. They are able to create freely with paints. The youngest members of the nursery also enjoy mark making of their own, for example, with pencils and in wet sand. Children are giving meaning to their marks, they draw recognisable people and give them names.

Children play imaginatively with resources available to them, re-enacting familiar situations. For example, children share the care of a baby doll, one feeds the doll and when finished the other puts in the dummy. Children are beginning to make connections as they play. They sort items into same shapes and colour with a purpose, for example, they use same shape and colour stickle bricks to make a birthday cake. Children are becoming skilful communicators. They are provided with opportunities to make choices, for example, after choosing a book, they are asked by an adult if they would like the book read to them. If children decline their choice is respected. Children are listening and responding appropriately to adult requests. Children are invited, rather than instructed to join activities. Staff are enthusiastic in their play with the children. As they play with the children they encourage them to find a voice, by responding to their babbles. Children are provided with many opportunities to be together in small and large groups. Children sit in small numbers to have stories read to them and in large groups at song times. Subsequently developing their social skills for a variety of situations.

Nursery Education

The quality of teaching and learning is good. Children are interested and very motivated to learn. They are supported by a staff team that are very enthusiastic. Children are confident and eager to take on new challenges. For example when presented with a new and unfamiliar construction kit they spend time experimenting. They are also able to ask for support when needed. Children are forming good relationships with their peers, they invite others to join them as they play. Children show good recognition that print carries meaning. They choose books independently and re-tell the story following words from left to right. Children are writing for a purpose in all areas of their play. They are provided with clipboards in each area. Children make lists and are writing some recognisable letters.

Children use mathematical language to solve problems as they play. For example, comparing size and counting items to construct models. Children take part in activities they encourage them to predict, experiment and look closely at the world around them. For example, when ice is put in the water tray children know that it will melt. They also comment on how it changes the temperature of the water. Children have very little access to programmable toys or

computers, subsequently opportunities to develop knowledge of information and communication technology is impaired. Children climb with confidence, they ride wheeled toys at speed and judge space well. Children enjoy role play, they work together well in small groups and are developing some simple storylines.

The teaching provides realistic challenges for all children in the group. Staff have a good knowledge of the Foundation Stage. They clearly understand how the children learn and progress on to the next stage of development. However this is not always reflected in their planning.

Helping children make a positive contribution

The provision is good.

Children are provided with equality of access to all resources regardless of their gender. Staff ensure that particular areas of play do not become gender dominant. Children have an awareness of the needs of others and cultures different from their own. For example, children celebrate St Patrick's day. They had a basic understanding of the festival and its importance. Children are provided with a range of resources that promote positive images of gender, ethnicity, culture and disability. Spiritual, moral, social and cultural development is fostered. Children with special needs benefit from the support of a knowledgeable staff team. The nursery welcomes support from all professionals who will assist in developing individual education plans for the children. Subsequently ensuring that the children are able to reach their full potential.

Children's behaviour is generally good. Any disputes are dealt with quickly and sensitively by the staff. For example, children arguing over who had an item first are spoken to by the staff. The staff member ensures that both children have an understanding of sharing and each other's needs. This allows for fewer interruptions as children play more co-operatively.

Partnership with parents and carers is good. Parents are provided with good information on their child's general well-being, for example, how well they have eaten and did they rest. Parents feel that the staff are approachable and they can discuss any issue with them. An issue that they raise with the staff team are dealt with promptly. However the procedures to make a complaint are not up-to-date. Parents feel that they are well informed about the child's progress and any activities they are involved in. There are parents evening where they have a chance to meet formally with the key workers of their child.

Organisation

The organisation is good.

Children's care is enhanced by generally effective organisation. All children are confidently self selecting their own play and learning experiences. The layout of the rooms for younger children make access to resources very easy. Rigidity of snack times stops children from pursuing their interests. Subsequently freedom for children to explore their chosen activities fully without interruption are impaired.

Children benefit from the support of staff who are extremely knowledgeable about all policies and procedures within the nursery. Staff's induction into the nursery is very effective. The management team ensure that staff have a comprehensive understanding of how the nursery

operates on a daily basis. They also ensure that staff know what action to take in every event. Staff work well as a team and ensure that all of their time is spent working face to face with the children.

Leadership and management is good. The nursery is led by a very hands on manager who is a good role model for the staff team. The management team have high expectations of their nursery staff. Support through appraisal and appropriate staff training ensures these expectations are met. Appropriate training is offered to enhance the good standard of care being offered. Staff planning and observation are monitored carefully allowing any weaknesses to be identified promptly and resolved.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There has been one concern raised since the time of registration. A concern was raised relating to standard 6 Safety. An unannounced visit was made by an inspector. The nursery carried out their own investigation and took action to ensure the standard was met. The nursery remains registered.

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 the current complaints procedures are brought up-to-date.
- ensure there is flexibility in the nursery routine for children to pursue their own interests without interruption.

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):

- ensure planning is developed to include the children's next stage of development.
(include in care)
- ensure children are provided with resources that encourage development of information and technology skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk