



Dicky Birds Nursery

Inspection report for early years provision

Unique Reference Number	EY317547
Inspection date	21 June 2006
Inspector	Patricia Ann Edward
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Registered person	Dicky Birds Pre School Nurseries Limited
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?

Dicky Birds Nursery opened in November 2005 and is one of four nurseries and one pre school provision. It operates from three units in a three floored recently converted house. It is located in Wimbledon town centre, which is situated in the London Borough of Merton. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

A maximum of 62 children may attend the nursery at any one time. There are

currently 80 children aged from six months to under five years on roll. Of these, four children aged three years are in receipt of funding. The nursery currently supports a number of children with disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 23 members of staff. Of these, 14 hold appropriate early years qualifications and four are working towards a recognised qualification

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health within the setting is effectively supported by staff who have a very good knowledge of health and hygiene practices, which are shared with children. For example, some children are aware that they must wash their hands before eating and after using the toilet. Staff constantly ensure that equipment and resources are clean, tables are washed before and after meals and disposable gloves and aprons are used when changing nappies.

All required procedures and documentation are in place to ensure that children's welfare is well promoted. For example, the health and safety policy is shared with all staff. Accident entries are clearly recorded, however, medication entries are not always countersigned by staff and parents. Therefore, causing inconsistencies, in procedures covered in their written procedures and leaving children open to potential overdosing. There are a large number of staff who are qualified in first aid on the premises at all times. None the less first aid boxes contents are not always complete, which could hinder the quality of first aid administered to children in the event of an accident.

Children's individual health needs are met very well because detailed written information is taken prior to the children starting. This information is shared with staff during the settling-in period to ensure children's individual needs are met. The lunch time arrangements for the younger children enable the toddlers to begin to develop independence skills. For example, the toddlers are encouraged to feed themselves with finger foods, whilst also being supported with their feeding by a member of staff. The older children are learning good table manners and independence because they dish out their own food and pour their own drinks. The children have daily opportunities to enjoy a wide range of nutritional and well balanced meals, which are cooked using fresh ingredients. They are also given healthy snacks, which include fresh fruit and vegetables during snack times. The staff and the cook are consistent when using effective procedures to ensure the children's individual and cultural dietary needs are known. The staff are very aware of babies individual routines and take these into account throughout the day. For example, the babies are given their formula milk, which is prepared by parents, at times indicated by the parents. Staff also ensure that the babies' individual sleep patterns are followed. Older children also have opportunities to have a rest after lunch.

Children enjoy a broad range of play opportunities and experiences that promote

their physical well being and development. They have good daily opportunities to access the garden and local environment. Staff plan activities each day to extend children's gross and fine motor skills. These include accessing sand and water play, dough and cutters, completing a bear hunt obstacle course, riding bikes and scooters, balancing with hoops and tyres and accessing the fixed climbing frame. All of which give children opportunities to increase skills such as climbing, balancing, crawling and manoeuvring around the space available to them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to premises, which are kept effectively safe and are maintained to a good standard. They are cared for in a welcoming, bright and comfortable environment. Children's art work is displayed on noticed boards throughout the units and there are also child centred posters displayed at adult and child's eye level. The units are organised well and activities are spaced out and are attractively presented. Equipment and toys are set up well on tables and on the floor in all rooms, which encourages the children to want to explore them. Children in all units have access to a wide range of good quality toys and equipment which meets safety standards.

Children's safety is well maintained because there are comprehensive risk assessment forms used to assess the whole building and equipment for hazards on a regular basis. Swift action is taken to ensure that repairs are carried out or equipment replaced. Appropriate and effective action has been taken to reduce hazards to children within the babies unit, for example, staff wear slippers and not outdoor footwear. Visitors to the room have to wear protective shoe coverings to ensure babies safety when crawling. Children are constantly reminded by staff to keep themselves safe i.e. when climbing up and down stairs. Staff remind them to hold on to the handrail and walk slowly and they are given support if they need it. Whilst in the outdoor area staff monitor how many children are in area to ensure their safety.

Children's knowledge of fire safety is effectively enhanced by staff who ensure all fire exits are well sign posted. Emergency evacuation procedures are displayed throughout the building and are practised on a monthly basis, which ensure that both children and staff know what to do in an emergency. Three staff members have completed appropriate fire safety training.

Children's welfare is well promoted as staff have a very good understanding of the procedure to follow if they have any concerns and are able to act in the children's best interests. A large number of staff have attended in-house training and are fully aware of the categories and signs of abuse.

Helping children achieve well and enjoy what they do

The provision is good.

The nursery provides a welcoming environment where the staff team are proactive in welcoming children and helping them to feel secure. Children are settled and

confident and enjoy each others company. Children's independence is well promoted through a variety of opportunities. They are well supported by staff to become involved in activities and make choices, which helps them to develop social skills and become independent. They are able to move around freely in their units and in the garden area accessing toys and play equipment as they choose.

The children are encouraged to become skilful communicators by using language to share their ideas, thoughts and feelings. For example, staff encourage children to develop their vocabulary through every day discussions at circle time, with books, flash cards and songs. Babies and toddlers are encouraged to use repetitive words during simple songs and action rhymes. Most rooms have a role play area, where the children enjoy playing imaginatively. Whilst older children enjoy playing with the small world resources and using construction equipment to represent everyday objects.

Younger children's play needs are effectively met by staff who are aware and close at hand to provide cuddles and support. They change the routines and activities, to ensure the children remain happy and stimulated. The environment in the baby unit is calm. The staff position themselves effectively on the floor, so they can offer encouragement and support when necessary. For example, a baby, who was not totally confident in sitting up in the sand tray was supervised at close distance by a member of staff. The child sat happily accessing the spades, buckets and feeling the sand between his fingers and toes as the staff member sang songs to him.

A number of staff members have undertaken training in the 'Birth to three matters' framework, and are very clear of the experiences and activities that younger children need. As a result, the staff team have adapted everyday planned activities, to ensure that younger children have varied opportunities. For example, they are learning to communicate through pretend play, to engage in singing, shared stories, music and movement, and to represent their feelings and ideas in a variety of ways. The baby unit staff are proactive in using treasure baskets.

Nursery Education

The quality of teaching and learning is good. Children are making good progress through the stepping stones, because of the staff's effective understanding of the Foundation Stage and how children learn. At the end of each week staff in their individual units look at children's observations and activities to evaluate what has gone well and then to plan activities for the following weeks. This helps staff to make improvements and to ensure that children's next steps for learning are being addressed.

Children's attitude to learning and to trying new things is good. They are able to concentrate in small groups or on their own individual chosen activity for appropriate lengths of time. The children's independence is fully encouraged, with them dishing up their own meals and attempting to put on their shoes and socks after playing in the ball pool. The children are beginning to gain confidence from using number's in their play. Staff throughout the day are effective in using language to encourage children's mathematical thinking during activities by using words such as on, off, under, side, big, full and small and asking questions. Consequently, children are learning to take one away from a given number when singing songs and reading

stories and are learning to recognise numbers as they park their numbered bikes in corresponding numbered bays. The children are making good progress in knowledge and understanding of the world, although there are few opportunities for them to access programmable resources to question why things work.

The nursery routines provide children with daily opportunities to engage in robust physical activities and explore creativity using a range of mediums such as glue, sand, play dough and paint. The children enjoy singing songs and using musical instruments, where they join in with repeated refrains and movement. They learn about themselves and the wider community through discussion and theme work. A past theme has been 'people who help us' where children had opportunities to meet a variety of professionals that came to the nursery to talk to them. They also had the opportunity to sit in a fire engine and try on a fire persons hat.

Children are confident in expressing their wants, needs and their imagination. Staff are proactive in reading lots of books to small and large groups of children in the comfortable book areas. Children listen intently to stories, call out answers to questions and are beginning to understand that written words have meaning.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and are developing positive attitudes to others. They are also developing a good understanding about the wider world and their local community. This is because they have opportunities to celebrate a range of festivals throughout the year such as Chinese New Year, Christmas, Diwali and Easter. Children have access to a good range of resources, which show positive images of culture, ethnicity, gender and disability for example, books, dressing up clothes, cultural meal settings and dolls. All of which gives them a greater understanding of themselves, each other, the community and the wider world. Children's spiritual, moral, social and cultural development is fostered.

Children with special needs receive good support from the nursery. There are a number of experienced and trained staff who engage effectively with parents and other professionals to ensure that children's additional needs are met. The nurseries Special Educational Needs Co-ordinator is clear of her role and stresses the importance of working with the local authority inclusion officer and working in partnership with parents.

Children's behaviour is managed very well by the staff, who ensure that children understand the rules of the setting. Children have a good level of confidence. Staff interaction with children is in a gentle, positive and supportive manner which helps and enhances their self-esteem. Staff have age appropriate expectation of children and offer them lots of praise and encouragement. For example, staff praise children for listening, for good work, for sharing and helping.

The partnership with parents and carers is good. Children's individual needs are effectively met by staff working closely with parents. The group has devised an extensive and detailed range of documentation, policies and procedures, all of which

are shared with parents. There are also notice boards in all group rooms, which have room plans, routines, menus and weekly news letters displayed. Information regarding children's individual developments are given to parents daily both verbally and in a written format, for example, what they've eaten, how long they've slept, nappy and toilet training information. Parents with children in the baby unit are given under two's monthly update forms to complete to ensure staff are updated of any changes such as formula and foods not allowed. Parents of funded children receive updates of children's progress through daily conversations, the weekly 'chirp' newsletter and an annual report.

Parents are welcomed into the nursery and are asked to bring things in for themes or attend outings where possible. However, parents whose children are receiving funded education are not given sufficient information to develop their understanding of the Foundation Stage and how their children are progressing through the stepping stones.

Organisation

The organisation is good.

Leadership and management of the nursery is good. Children are cared for by suitably qualified staff who have been effectively vetted, due to the robust recruitment procedures in place. Induction training and extensive policies and procedures work in practice to keep children healthy and safeguard their welfare. Comprehensive health and safety systems are monitored and adapted to keep the children safe. Staff are aptly deployed and organised and they ensure that children have sufficient space and variety of activities to maximise their play opportunities.

Record keeping is maintained to a good standard and the staff have a sound knowledge of the policies, procedures and know how to apply them within in the nursery. Leadership and management is effective and staff work well as a team to provide a stimulating and challenging environment for children. Children's care is enhanced by efficient and effective organisation.

The manager's have a clear understanding and knowledge of the Curriculum Guidance for the Foundation Stage and they act as role models for good practice on a daily basis, which helps builds the confidence of the staff when delivering the six areas of learning. Planning is effective and is regularly evaluated to ensure that the quality of teaching remains good. The staff have a good knowledge of the 'Birth to Three matters' and 'Foundation Stage' framework, which they use to help children achieve well. The children are comfortable and confident within the provision and make the most of the space available. 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 have been no complaints made to Ofsted since registration.

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

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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 first aid boxes contents are checked on a regular basis.
- ensure that medication documents are appropriately countersigned by parents.

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):

- increase the availability of programmable toys to support children's learning.
- ensure parents of children aged three and four are given sufficient information to develop their understanding of the foundation stage and stepping stones.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk