



## **Dicky Birds Pre-School Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	131804
<b>Inspection date</b>	12 March 2007
<b>Inspector</b>	Janet Sharon Williams
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<b>Registered person</b>	Dicky Bird's Pre School Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Pre-School and Day Nursery are one of four provisions owned by Dickie Birds Pre-School Nurseries Limited. The group were first registered in September 2000 and are based in a residential area of New Malden, Surrey. The two groups are registered for a total of 57 children. The pre-school operates from a separate building in the rear of the premises and children attend for a variety of morning or afternoon sessions; 09:15-12:15 and 13:00-15:30, Monday to Friday, term time only. The day nursery operates from the main building on the ground floor. Opening times are from 08:00-18:30 and children attend on a full or part time basis. All children share access to a secure enclosed outdoor play area.

There are currently 113 children on roll from seven months to under five years. Of these, 18 receive funding for early education. The provision currently support a number of children who

speaking English as an additional language. There are currently no children with learning disabilities attending the nursery or pre-school.

The provision employs 15 staff members. Of these 13 hold an appropriate early years qualification and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean and well organised environment. They learn about the importance of good hygiene practices, for instance, washing their hands before meals and after using the toilet. Staff wear disposable gloves during nappy changing and ensure that the changing mat is cleaned after use with anti-bacterial spray and they wash their hands or use anti-bacterial gel to avoid cross contamination. However, a few of the toys in the pre-school group are dirty. Effective procedures are in place for recording accidents, incidents and medication administered. For example, accident and medication administered are clearly recorded and parents or the person collecting the children are asked to countersign the details.

Children stay healthy because the nursery provides healthy nutritious meals; menus are drafted by Dicky Bird's head chef. The nursery cook is responsible for preparing and cooking the meals which include a range of fresh vegetables. Children eat healthy snacks of fresh fruit and cheese, and drinks are readily available. Mealtimes are a social event where older and younger children independently help themselves. Babies also learn to feed themselves which helps develop their independence. Staff and many of the children are fully aware of their individual dietary requirements, for example, children wear allergy badges and are able to explain what foods they are sensitive to.

All children enjoy physical indoor and outdoor play on a daily basis. For example, they play ball and are skilled at manoeuvring tricycles and using the climbing frame. Babies crawl around the room or use appropriate resources to pull themselves up promoting their physical development. Children's sleep routines are facilitated and clearly recorded as sufficient sleep helps their well being and growth.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a bright, welcoming and well maintained environment. Space is used effectively, which means children can move around safely, freely and comfortably and access toys and equipment easily. For example, rooms have organised role play areas, a book corner, children are able to access water, and sand play and a range of construction toys and puzzles are available from low level tables or shelves. These motivate children to want to explore and make their own choice about their play and activity.

Children's risk of accidental injury is minimised through effective risk assessment procedures carried out indoors and out. For example, toys and equipment are frequently checked to ensure

that they are safe and in good condition, frequent fire drills are practised, the security of the premises is very good, no person can enter the premises without being seen or show proof of their identification on the video intercom. On outings walking children are taught basic road safety and when using the mini bus they are strapped in. However, in the garden there is a small pond that is not safe.

Children are well protected from abuse or neglect as staff have a clear understanding of child protection issues and procedures. Appropriate policies and procedures are in place and contact numbers easily accessible to protect children from harm and neglect.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are fully occupied and stimulated through the range of toys, equipment and activities provided. They are able to develop and learn through play because staff have a well structured and organised activity plan which includes the Birth to three matters framework and the Foundation Stage of learning. There is an effective key worker system in place that enables staff to establish good relationships with children. Children have their individual needs met through staff interacting skilfully with the children, have clear understanding of how to meet children's needs effectively and promote learning and development both indoors and out. Children are contented and happy to be in the provisions and show a good level of enthusiasm in practical activities. For example, older children enjoy cutting, sticking and making cards for Mother's Day, make use of the home corner area through acting out roles such as a customer and cashier and they also dress up in as various characters, such as snow white and pirates.

Planning for babies and toddlers is sensitive to their care, play and learning needs. Younger children enjoy singing songs and rhymes and they join in doing the actions. Routines and activities for children under two allow for indoor and outdoor experiences. They receive cuddles and have a strong bond with the staff that care for them, which increases their sense of well-being. Younger children express their feelings and needs verbally and non verbally with smiles, gurgling and baby talk. Children have good relationships with the staff and their peers.

### **Nursery Education**

The quality of teaching and learning is good because staff have a sound understanding of the early learning goals and stepping stones. Effective curriculum plans are used to support children's progress in all areas of learning. Staff have a comprehensive system in place to ensure children progress towards the Foundation Stage of learning.

Children are actively involved in learning. They are confident, work well independently, take initiative and show a good level of concentration. Resources encourage children to be creative, use their imagination and develop their self esteem. There is good interaction with staff and children; adult directed activities, staff take time to explain the purpose of the activity, such as painting frogs, cutting, gluing and making creative art with leaves. Children speak very confidently to peers and adults. Although, most children talk and join in during circle time, enjoy books and respond to open ended question. The organisation of story time does not always engage and interest all children. For example, some children do not listen attentively,

are easily disruptive and noisy. Children's language is developing well and opportunities are given for them to mark make in a number of situations, such as writing their name on their creative art work or on their card they make for their mums. Children are able to recognise the sound and letters familiar to their own name. Children can count confidently, learn how to use numbers in every day situations, show that they understand size and shape through practical activities and use appropriate language during activities, such as big and small.

Children learn about the natural world. They learn about the life cycle of a butterfly and plant seeds and flowers in pots. Children enjoy using their senses to explore objects in practical activities for example, enjoy water and sand play and use toys, such as small animals and transport vehicles with enthusiasm. Children also learn about different cultures, belief and countries relating to their own, such as Korea, Europe and Asia.

Children participate in a range of craft activities, using coloured paper, card and paint and access play dough. They demonstrate good cutting and joining skills. Children select and use appropriate materials and tools competently to create collages. They are very confident in finding and matching colours. For example, children are asked from a pile of coloured card, which one they would like to use, they request for it by using the correct colour and many comment how it is their favourite colour. Children move confidently and in a variety of ways. They are competent when going up and down stairs, enjoy a range of physical activities, such as running, jumping and swimming.

### **Helping children make a positive contribution**

The provision is good.

Children become aware of the wider society through a suitable range of activities and resources that promote equality of opportunities and anti-discriminatory practice. Resources and planned activities positively represent the children attending and extend children's learning and development. For example, children celebrate and acknowledge Chinese New Year; visit places of worship; enjoy food from around the world and posters and pictures display welcoming messages from their country of origin. Children's spiritual, moral, social and cultural development is fostered. Children relate well to each other and adults.

Most children behave well, minimal behaviour management is required as the children are kept occupied and stimulated. Some children respond to the positive approach of staff who praise them generously for good behaviour enabling children to feel good about themselves and grow in confidence. Staff are good role models, they are calm, relaxed and re-enforce good manners and social skills. For example, they remind children to say please and thank you.

Staff have a comprehensible understanding of children with special needs and provide an inclusive environment for children with a range of different needs and abilities.

Children benefit from the effective partnership between parents and staff. Parents receive good information about the setting's policies, procedures, activities and events. They are kept informed about their children's progress through daily communication with staff and know the child's key worker. Parents' evenings are organised throughout the year and weekly newsletters are received by e-mail. Parents interviewed indicate that they are happy with the care provided.

Partnership with parents is good. Parents contribute to an initial assessment of their child and staff have maintained good records of children whom have attended from an early age to ensure children achieve well and progress towards the early learning goals. Parents receive regular information enabling them to be involved or contribute to their child's learning and development.

## **Organisation**

The organisation is good.

Children are cared for in a well organised, relaxed and caring environment. Staff organise the provision well and make good use of space and resources to create a stimulating orderly and supportive provision. Staff are deployed effectively and implement the nursery routines smoothly. Additional staff have been appointed to cover sickness and annual leave. Sound recruitment procedures ensure that staff have suitable experience, are qualified and vetted, which ensures children are protected. Most of the staff team hold appropriate early years qualifications. They also have the opportunity to attend training courses, for example first aid and child protection.

Staff work well together as a team, clearly identify their role and responsibility and are well supported by the manager and proprietor through regular team meetings, individual supervision and annual appraisals. All documentation required and policies and procedures ensure the nursery is run smoothly and effectively. This contributes to the welfare of the children.

Leadership and management is good. Staff are knowledgeable about the Foundation Stage of learning and use observation and assessments effectively to evaluate how children are progressing towards the early learning goal. The manager has a good knowledge of current child care practices to support the care and learning of children.

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

## **Improvements since the last inspection**

At the last Children Act inspection the provision was asked to older children have the opportunity to serve themselves at mealtimes and record evidence of checking sleeping children. All have been satisfactorily addressed.

The Nursery Education inspection recommend opportunities for children to independently write and make purposeful marks and provide procedures for ensuring that all parents of pre-school children have a clear understanding of the Foundation Stage curriculum and children's progress towards the early learning goals. Throughout the day children have the opportunity to access pencils and felt tip pens and mark make in meaningful activities and parents meet with staff to discuss their child's progress and to gain a knowledge of the Foundation Stage of learning.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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### 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 resources are kept to a hygienic standard
- make the mini pond in the rear garden safe

#### 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):

- review the organisation of story time, to engage and interest all children

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](http://www.ofsted.gov.uk)