

Eveline Day Nursery Schools Ltd

Inspection report for early years provision

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| Unique Reference Number | 138215 |
| Inspection date | 04 September 2007 |
| Inspector | Lindsay Ann Farenden |
| Setting Address | 89A Quicks Road, London, SW19 1EX |
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| Registered person | Eveline Day Nursery Schools Limited (THE) |
| 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?

Eveline Day Nursery is one of a chain of nurseries run by Eveline Day Nursery Schools Limited. It opened in 1999. It operates from a two-storey building divided into six playrooms. Rooms for babies under two years are located on the ground floor. There are kitchen facilities and an office downstairs and upstairs toilet facilities for older children. There is a small outdoor garden/play area and a park/playground nearby. It is situated near Wimbledon Town Centre in the London Borough of Merton. A maximum of 50 children may attend the nursery at any one time. The nursery opens each weekday from 07.30 to 18.30 for 51 weeks of the year.

There are currently 54 children from three months to under five years on roll. Of these nine children receive funding for nursery education. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 21 staff. Thirteen of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a high childcare qualification. There is also a cook, cleaner and sessional teachers for French and dance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted as they play and are cared for in a very clean and well maintained nursery environment. Toys and equipment are regularly cleaned, which ensures they are hygienic for children's use. Children are encouraged to follow good hygiene routines, such as washing their hands with liquid soap automatically after using the toilet and before meals. Staff carry out good nappy changing procedures to reduce the risk of cross infection, such as wearing gloves and aprons. Children's nappies are changed regularly to ensure their physical comfort and these and their sleep patterns are recorded and shared with parents.

Children enjoy nutritious appetising meals and snacks which are of a high standard and freshly prepared on the premises. These include a wide range of vegetables and fruit. This helps children develop healthy eating habits from a young age. Staff ensure that children's food preferences and specific dietary needs are respected and catered for. Meals times are a social occasion where they sit with in small groups and have discussions with each other and staff. Babies are provided with fresh pureed food and bottle fed, whilst being cuddled by staff, according to their needs. Babies sit in appropriate high chairs for meals. Drinking water is available for children of all ages in each room and older children are able to access water themselves. This ensures children's thirst is quenched at all times and prevents them becoming dehydrated.

The first aid boxes are well stocked and most staff have attended a first aid course, so can confidently administer first aid in the event of an accident. The sharing of the written accident reports with parents enables them to watch for any further symptoms that may occur. Staff would seek emergency medical treatment and have obtained written permission to do so. This ensures children's welfare in the event of a serious accident. Medication given is always recorded and countersigned by the parents to prevent an overdose happening.

Children have good opportunities to receive plenty of fresh air and develop their physical skills, as they visit the local park on a regular basis. They enjoy playing with ball games and balancing on beams. Children are able to do some activities in the two small outside areas, such as growing plants and playing on rockers. They have opportunities to ride wheeled toys within the nursery. Weekly dance and music sessions encourage children to move their bodies in a variety of ways. Activities which enable children to develop their eye and hand co-ordination include fitting puzzle pieces, cutting with scissors, using small tools when playing with play dough and joining construction materials together.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and child centred environment. This allows them to move around safely. Children are kept secure in the day nursery as staff ensure a good level of security is maintained, such as the front gate is always kept shut and a member of staff always answers the door. The identification of any visitors to the nursery is checked and they sign in and out of the premises and good registration systems are in place to ensure staff are aware of the number of children present at all times. There are clear procedures to protect children on outings. For example, outings forms are completed which include details of staff and children, staff take a first aid bag and mobile phone with them and children walk in a line holding onto a ring rope with staff supervising closely.

Children's risk of accidental injury is minimised as yearly risk assessments take place and staff carry out daily checks of the premises and the garden to ensure there are no hazards, ensuring their safety. Children are taught to develop an awareness of their own personal safety, as they are encouraged to hold onto the banister when walking up and down the stairs.

Children's well-being is well safeguarded by staff, as most of them have attended child protection training and have a good awareness of the signs of neglect and abuse and procedures to follow should they have any concerns.

Fire fighting equipment is in place and children and staff become familiar with the procedures to follow in the event of a fire because these are regularly practised. All exits are signed and a member of staff regularly checks that these are constantly kept clear.

Children play with a good range of quality toys and play resources, all of which are frequently checked to ensure their safety. Some toys are stored at the children's level, which they are able to make independent choices from. Children benefit from furniture and equipment which meets their age and developmental needs. For example, children benefit from a sufficient number of child size tables and chairs, high chairs, cots and buggies.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a positive relationship with the staff and benefit from the key worker system. Babies and toddlers are provided with stimulating and well organised environments. They are able to learn to crawl and walk on comfortable carpeted areas. A good range of manufactured toys are provided for babies and toddlers, which they use to explore colours and sounds. These are regularly rotated during the day, so they get a wide variety to play with and maintain their interests. They also enjoy exploring natural objects from treasure baskets, which staff have devised. Staff are very caring towards them, offering them lots of cuddles and spending time playing with them. Babies squeal with delight and clap their hands, as staff sing songs to them.

The play areas for children aged two to three years are set out with planned activities each day, which children can freely choose from. Children very much enjoy filling and pouring sand using different size containers. They have a wide repertoire of actions song, which they sing with great gusto and pleasure. They like listening to stories and talking about pictures in books with staff. Activities and play resources are laid out for children to play with. They are also able to select further resources stored at their level and would benefit from further encouragement to do this.

Children achieve well because staff have knowledge of the Birth to three matters framework. Staff know the children well and observe their developmental skills regularly and plan how to help them make progress, although this is not fully linked to the planning. All children under three years are given lots of opportunities to develop their senses and experience different textures through creative activities. These include, moulding play dough, different types of painting experiences, including foot and hand painting and playing with jelly and cooked pasta.

Nursery Education

The quality of teaching and learning is good. Children relish being in the nursery and show a strong sense of belonging. They link up well with friends to play with the activities provided. Children are developing good self help skills through everyday routines, such as putting on

their aprons before painting and playing with the water, and enjoy serving their own vegetables at lunch time. They confidently help themselves to drinking water and are aware that they need to drink to meet their bodily needs, such as when it is very hot and when they have been running. Children confidently use the toilets and wash their hands independently under the supervision of staff.

Children enthusiastically initiate their own role play activities. They pretend to build houses using play materials and boxes for their plastic lizards, talking about how they live under stones and what kind of food they eat. They enjoy pretending to cook meals for each other, although the presentation of the home role play area does not fully extend children's imaginations.

Children show very high levels of concentration and interest in writing, drawing and cutting. Some children's cutting and writing skills are very well developed, for example, cutting out the shape of houses and drawing recognisable people in them. Children aged three and four years are able to use writing materials effectively and are keen to try and copy their names and are able to form recognisable letters, most of which are correctly formed. Children are beginning to understand that print carries meaning, as staff encourage them to write their names on their art work and they find their named table mat. The book area is very well resourced and children enjoy having stories read to them. They hold books the correct way up and some children recite stories they know, as they turn the pages. Children are able to recognise the sounds of most letters and link them to the initial letter of their names very confidently.

Children enjoy counting rhymes and are able to count and recognise numbers up to 10, whilst more able children can count beyond this. Staff use everyday opportunities to develop their counting skills, for example, asking them how many children there are altogether and how many boys and girls are present. They develop their mathematical understanding, as they discuss size and similarities of resources and sand and water play helps to develop their knowledge of volume and capacity. They are beginning to use mathematical language, such as 'long' and 'tall' as they join construction materials together to make lines and models. Children understand numbers that are important to them, such as their ages and know how old they will be at their next birthday. Some children are able to do simple subtraction, such as when they have eaten two pieces of fruit, they will have one left and none when they have eaten it all.

Children are keen to answer questions about the weather and learn about the passage of time, as they discuss the day of the week and the month with staff at circle time. They begin learn about life cycles as they plant seeds, water them and watch them grow. They learn about themselves, as they make lovely books with their own hand and foot prints and their eye and hair colours. Children learn about the community as they walk to the local park and they enjoy trying on police officers' hats and doing finger printing when they visit the nursery. They are also taken on outings to the local Polka theatre and talk very enthusiastically about the shows they have seen, which are specifically geared towards young children. Programmable toys are available for children, but they do not have opportunities to complete simple computer programmes and further develop their interest in information and communication technology. Children have good opportunities to learn about their own cultures and the beliefs of other people, through planned activities, for example, dressing up in different cultural clothes and making cards for Eid and Diwali celebrations. French lessons are provided which help children to learn another language.

Children have many opportunities to develop their creativity. They like painting at the easel and are able to recognise their colours. They enjoy learning about the wider world as they discuss different countries on the globe and then painting their own picture of the world,

pointing out to staff where they have painted England and Ireland. They learn about the change of textures as they help to make play dough and then enjoy moulding it into animal shapes and using cutters.

Children are very well supported by staff in their play, who spend time with children discussing the activities and asking them questions helping them to explore and develop their learning. Staff use past nursery observations and progress reports, to help children to continue to achieve. Staff have a sound awareness of the Foundation Stage and planning covers all areas of learning and children are making good progress in all areas of learning. Staff make regular observations of the children and use these to plan children's next step of development and learning.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. They develop positive attitudes about others and diversity through a very good range of play resources and books reflecting positive images of culture, race, gender and disability. Children learn about festivals and celebrations that may be different from their own through a variety of activities

There is a designated member of staff who has undertaken training in relation to special needs. Although there are no children currently with learning difficulties and/or disabilities, they are very welcome into the nursery and staff would work closely with the parents and outside agencies to help them reach their full potential. Children with English as an additional language are well supported by a staff team who speak a variety of languages.

Children behave well and benefit from lots of praise and encouragement from staff for good behaviour and achievements. They learn to be polite as staff remind them to say please and thank-you. They are co-operative and play well with their peers. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. This contributes to the well-being and welfare of the children at the nursery. Staff are warm and welcoming to children and parents as they arrive. They provide good daily feedback to parents about their child's day through verbal and written information about activities they have enjoyed, food intake, nappy changes and sleep patterns. Parents are kept up to date of their child's developmental progress through six monthly progress reports and discussions at parents' evenings. Notice boards keep parents very well informed about staff who work at the nursery, activities, menus, policies and procedures and information on the early learning goals. The nursery's registration certificate and complaints policy are clearly displayed for parents to view. Feedback from parents indicate that they are very happy with the care and education provided. They comment on how approachable the staff are and their caring approach towards the children. Staff provide parents with a scrap book of their child's art work and photos of them doing activities. This is a wonderful record of children's development and their time at the nursery.

Organisation

The organisation is good.

Children are cared for in playrooms that are specific to their age group which are organised to meet their needs. Children's art work and photos of them doing activities are attractively displayed around the nursery, making it a warm and very welcoming child centred environment. Good use is made of space and staff are delegated across the rooms well so children are

effectively supervised and offered good levels of support and encouragement. All required documentation is in place and maintained in full. Policies and procedures guide staff in their daily practise, which contribute to the efficient running of the nursery.

Children are protected and kept safe through effective recruitment procedures, which ensure staff are appropriately vetted and qualified to determine their suitability to work with children. Ratios are always met and there is a high number of qualified staff, who are encouraged to undertake further training.

The leadership and management is good. The manager is a good role model and monitors teaching and the impact of children's learning through regularly observing practice and children's developmental files. The manager is fully aware of the nursery's strengths and is continually looking at ideas of how to improve practice. Regular meeting are held for staff to organise the planning of activities. The nursery has taken part in a quality assurance scheme to monitor and improve the quality of care and education provided for children.

Improvements since the last inspection

Recommendations were made at the last inspection.

Since the last inspection advice has been sought about suitable provision for hot water for children's hand washing and written permission from parents for staff to seek emergency advice or treatment has been obtained. This further safeguards children's welfare.

Nursery Education

At the last inspection the setting was given points of consideration. Since the last inspection children have been provided with further opportunities to develop their knowledge of numbers during every day routines and observations of children now identify their next step of learning.

Complaints since the last inspection

Since the 1 April 2004 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- further encourage children to select play resources stored at their level and develop planning so children's individual next step of learning is linked to planning

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):

- provide children with further opportunities to use information and communication technology to support their learning and develop children's role play opportunities

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