

# Eveline Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	123083
<b>Inspection date</b>	07 February 2008
<b>Inspector</b>	Lindsay Ann Farenden
<b>Setting Address</b>	1 Chillerton Road, Tooting, London, SW17 9BE
<b>Telephone number</b>	020 8672 0501
<b>E-mail</b>	
<b>Registered person</b>	Eveline Day Nursery Schools Limited (THE)
<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?

Eveline Day Nursery (Seely Hall) is one of a chain of day nurseries. It opened in 1974 and operates from a large church hall with a smaller play area, kitchen, toilets, and staff room. The main hall is sub-divided into three separate areas for children from 12 months to under five years; the smaller play room is used for babies. It is situated in Tooting in the London Borough of Wandsworth. A maximum of 41 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 until 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 64 children from three months to under five years on roll. Of these, five children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 21 members of staff. Of these 13, hold appropriate early years qualifications and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children thrive because staff use highly effective procedures and practices to meet children's physical, nutritional and health needs. The exceptional adult support and guidance helps children develop good hygiene routines. They enthusiastically wash their hands, after using the toilets and before meals, at low level basins with soap and dry their hands on paper towels. Children's health is promoted as the cleanliness of the premises is maintained at a very high standard and staff are particularly vigilant in their routines for nappy changing.

Meal times are very enjoyable and social occasions for children, as they sit in groups at tables with attractive table cloths and talk together. They tuck into their meals with great relish and thoroughly enjoy a wide variety of foods. Older children develop their independence skills, as they are actively encouraged to serve their own meals. Children who are fussy eaters are given healthy foods that staff know they like and offer lots of praise for whatever they have eaten. This encourages children to eat and makes meal times a most pleasurable experience for them. Staff work closely with parents to find out about children's specific dietary needs and excellent systems are in place to ensure all staff are fully aware of these. The menus show children have a very wide range of nutritious foods, which include fresh vegetables and fruit. This helps children develop healthy eating habits from a young age. Staff regularly encourage children to have drinks of water throughout the day in between meal times, which ensures they do not get thirsty or dehydrated. Babies are bottle fed in a caring manner by staff and sit in appropriate high chairs for meals.

To safeguard children's health first aid boxes are well stocked and easily available. A number of staff hold a current first aid certificate and some have attended epi-pen training, so staff can confidently administer first aid in the event of an accident. Parents have provided appropriate consents in relation to medication and emergency medical treatment. Medication given is always recorded and countersigned by the parents to prevent an overdose happening. Accidents are carefully logged and shared with parents to ensure continuity of care. If children are infectious they are excluded in the best interests of all children until the infection has passed.

Arrangements for rest are very good, as babies sleep in dedicated travel cots and older children sleep on mattresses in the playrooms. Bed linen is washed and changed on a regular basis and staff stay with sleeping children to ensure their safety and well-being.

There are excellent opportunities for children to develop their physical fitness and promote co-ordination. They benefit from fresh air on a daily basis, as they have fun playing in the garden which is set up in a child orientated manner. Children confidently manoeuvre wheeled toys, roll hoops and run around. Older children's physical skills are challenged further, as they join in obstacle courses and visit parks to experience large apparatus. Their hand and eye co-ordination is encouraged as they play with sand and water, build with construction resources, and use paint brushes and scissors. All children participate in music and movement activities that encourage them to move their bodies in a variety of ways.

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

The provision is good.

The premises offer children a very welcoming child centred environment in which posters and their art work are very attractively displayed. The babies are cared for in a separate room and dividers are used in the large hall, so children of different age groups are cared for in their own dedicated areas in which they are able to move around safely. Children play with a good range of quality toys and equipment, which staff make sure is safe and appropriate to their age and stage of development.

Staff are vigilant in ensuring children's safety and security. They ensure the inside and outside area is secure at all times and all visitors and parents are identified before entering the premises. Risks of accidental injury to children are minimised because regular risk assessments take place to reduce any potential hazards. Staff are employed effectively, ensuring that children are supervised both inside and outside of the premises at all times. Fire fighting equipment is in place and children and staff practise the fire evacuation procedures on a regular basis, which ensures that everyone learns what to do in the event of an emergency. There are clear procedures for outings to safeguard children. They learn about road safety as the traffic theatre show visits the nursery and helps children to learn about this in a fun way.

Children's welfare is very well safeguarded as most staff have attended child protection training and have a clear understanding of the procedures to follow if they have concerns about a child.

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

The provision is good.

Children are warmly greeted by staff with a smile and positive comments. This helps them feel welcome and helps them to quickly settle and participate in the play activities. Staff constantly interact with children and support them very well with activities, such as making letters of the alphabet with glue and sand, painting at the easel and feeling the texture of cornflour.

Babies are content and secure in their environment. Staff give babies lots of cuddles and spend time sitting and playing with them. Babies enjoy exploring colours, sounds and shapes from a good range of manufactured toys, and textures from treasure baskets of natural objects. Toys are regularly changed throughout the day so they remain stimulating and interesting for babies.

Children like taking part in action rhymes, joining in with repeated refrains and movements. Staff organise group story times very well, using large books, so all children are able to see the pictures. They listen to the stories avidly and are keen to answer questions about the pictures and text. The well resourced book areas give children plenty of opportunities to look at books on their own and on an individual basis with staff. Children get great delight from puppet shows put on by staff, which further boosts their interest in stories and songs.

The garden is used as an integral part of the children's day, which they thoroughly enjoy. It is set up with a wide range of play activities to enhance children's learning experiences, such as sand and water resources, painting activities, play tent, construction materials, as well as slides and wheeled toys. Staff also use spontaneous opportunities help children learn about the outside environment, such as to talk to children about birds that visit the garden.

Babies and younger children are provided with very good opportunities in each of the playrooms to experiment with a wide range of natural and malleable materials, such as sand and water,

play dough, cornflour, jelly and painting in many ways. This helps to develop their natural curiosity and wonder through their senses.

There are good systems in place to observe, monitor and record children's achievements, although their next step of learning is not always fully linked to planning. Staff have a good understanding of the Birth to three matters framework and use their knowledge of this to provide a superb range of stimulating resources and activities to meet the children's age and stage of development.

## Nursery Education

The quality of teaching and learning is good. Staff have a sound understanding of the Foundation Stage which enables children to make good progress in all areas. They are motivated by an excellent range of activities and play resources which are presented in an attractive manner. Planning is theme based and provides a balanced curriculum. Regular observations of children's achievements and evaluation of the focused activities are used to ensure all children are given appropriate challenges. Staff spend time talking to children about the activities they are doing and use questions successfully to encourage their thinking. They work very closely with parents to find out about their child's abilities and use this and what they already know about the children from attending the nursery in the past to help them achieve as much as they can.

Children are constantly engaged in their self-initiated play and planned adult activities. For example, they spend a long time on their chosen task, such as pouring water into different containers and washing dolls in the water tray. They use their imaginations very well, as they take their dolls for walks in buggies, then sit together on chairs in the tent and chat away together. Their imaginative skills are very well supported by staff who actively become involved in children's play scenarios, such as pretending to cook dinner.

Children have opportunities to discover programmable toys and have some opportunities to develop their computer skills. Children are learning about lifecycles with enthusiasm as they plant vegetables, water them, watch them grow and then pick the produce. Children have French lessons on a weekly basis by an outside teacher, which helps them develop knowledge of another language.

Children have excellent opportunities to develop their creativity. They participate in a very wide range of art and craft activities, such as gluing with different textured papers and materials. They enthusiastically make Valentine's cards using glitter, and paint cardboard boxes in the garden. They like painting at the easel making their own unique designs and confidently name the colours they are using. Cooking activities are a favourite with children; they enjoy talking about the ingredients they are going to use to make biscuits and watch with great interest at the change of textures as they are mixed together. They develop their fine motor skills as they make their own sandwiches, buttering the bread, choosing their filling and eating them or taking them home to show their parents.

Children are learning that words have meaning, as they find their named table mat at meal times and attempt to write their names in an attendance register in the morning. Children enjoy mark making and older children are able to form recognisable letters, although they would benefit from further opportunities to mark make and write in all areas of play and be encouraged to link sounds of letters to the alphabet. Staff sometimes dress up as children's books' characters, which develops children's interest in books in a fun way. Children often sit in the book area

and look at books and are keen to talk to each other and staff about photograph albums showing past topics.

Staff use opportunities during everyday routines to develop children's spontaneity and confidence with numbers, such as counting the number of raisins they have to eat at snack time. They are encouraged to recognise numbers freely displayed inside the nursery and in the garden area. They are able to count up to 10 in sequence confidently and some more able children are able to count well above this. They understand numbers that are important to them, such as their age and talk with glee about making their own birthday cakes within the setting. Children benefit from very good opportunities to experience measuring, volume and capacity through sand and water activities and cookery sessions. They use problem solving skills to complete a wide variety of puzzles.

Staff provide children with excellent opportunities to enhance their knowledge of people who help us and the local community. Children enjoy visits from doctors, dentists, police officers, and a milkman, who show them equipment they use in their work. They visit the local church and are fascinated to learn how babies are baptised. Children are taken on outings to buy stamps and post cards they have made in the letter box. This helps children learn through many real life meaningful experiences.

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

The provision is outstanding.

Children have excellent opportunities to learn about each other and the world around them through well planned activities, visitors to the nursery and outings within the local community. Vibrant posters depicting positive images of diversity are displayed throughout the nursery and many stimulating play resources and books which promote positive images of race, culture and ability are integrated into every day play. This fully encourages children to value differences and similarities.

Children take part in a very impressive range of exciting activities that develops their knowledge of their own and other festival celebrations, for example, Eid, Diwali, St Patrick's day, Halloween, Easter and Christmas. Chinese New Year celebrations covered two days, so all children attending the nursery could join in with the fun. The children, including the babies, wore national costumes, and they made fans, cards, paper dragons and danced to Chinese music.

Children are valued as individuals. They relate well to the nursery environment as photographs of their own individual family members are displayed, which they can talk about with staff and the other children. There is a designated member of staff for children with learning difficulties and/or disabilities, who has attended training in this area. There are very secure procedures in place to ensure they are fully supported and provided with an inclusive environment.

Children behave very well and benefit from lots of praise, stickers used as rewards and constant encouragement from staff, who provide good role models. Children enjoy a stimulating and fun environment, enabling them to be busy and occupied at all times, which also enhances their positive behaviour. Spiritual, moral, social and cultural development is fostered very well.

Partnership with parents is outstanding. This contributes significantly to the children's well-being in the nursery. Staff actively seek information about children's needs and abilities during the settling in period, when they first start, from the parents, then on a regular basis throughout their child's time at the nursery. Staff make a point of talking to each parent individually about

their child's day and the parents of babies receive written information about what activities they have enjoyed, sleep patterns, food intakes and nappy changes. Staff ensure parents know how their children are developing through twice yearly open evenings and well written progress reports. The regular newsletters inform them of future events and topics at the nursery. Notice boards keep parents informed of policies and staffing. Policies are always available to the parents, which includes the complaints procedure. Photographs throughout the nursery provide parents with excellent information about activities that children undertake and how they learn through play. Children benefit greatly from the involvement of their parents in activities, which further promotes their knowledge. Staff provide parents with a scrap book of their child's art work and photographs of them doing activities. This is a really fantastic record of children's development and their time at the nursery. Parents spoken to during the inspection speak extremely highly of the nursery provision.

## **Organisation**

The organisation is good.

Children's care is enriched by the effective organisation and benefits from the child-orientated environment and good use of available space. All areas of the hall are bright and made very welcoming through the display of posters, children's art work and photographs. Large rugs on the floor mean children can sit and play in comfort.

Staff are very aware of their roles and responsibilities and work well together to ensure the day runs smoothly. They are vigilant to children's needs and ensure children are very well supervised. Staff support children well and provide a stimulating environment for children in which to learn through play in.

Good recruitment and induction procedures are in place, which ensures children are cared for by suitable staff who are appropriately vetted. There is an appraisal system in place and staff are encouraged to undertake ongoing training to promote the care and education provided for the children. A number of staff are qualified and good staff to child ratios are maintained. There is a key worker system in place and all children receive good support from a staff team that enjoy their company and know them well, helping them to feel secure and confident. All required documentation is in place and detailed policies are implemented effectively to promote children's health, safety and welfare.

The leadership and management is good. Management have clear aims for the nursery provision and a commitment to continually improving the nursery setting for the children. For example, plans are in place to improve the garden area for the children. The manager supports staff through discussions with them on a daily basis and they are also given opportunities to give their views on how to improve practice in the nursery. The manager is a good role model and ensures staff have an awareness of the Foundation Stage curriculum, so are able to provide an exciting range of planned activities. This enables children to make good progress. The nursery is open plan so the manager is able to monitor teaching through direct observation of the staff and children, and also by looking at planning and the evaluations of the activities provided. The setting has undertaken a quality assurance scheme to continually evaluate the care and education provided for the children.

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

### **Improvements since the last inspection**

Since the last inspection staff have taken action to ensure that younger children are provided with a wide range of stimulating play resources and activities. This fully enhances their play and learning.

### **Complaints since the last inspection**

Since 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**

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):

- continue to develop planning, so that children's 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 further opportunities for children to write for a variety of purposes and link sounds to letters of the alphabet

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)