

Eveline Day Nursery School

Inspection report for early years provision

Unique Reference Number	402929
Inspection date	06 March 2008
Inspector	Christine Stimson
Setting Address	Meadow Sweet Close, Grand Drive, Raynes Park, London, SW20 9NA
Telephone number	020 8544 9832
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Registered person	Eveline Day Nursery Schools Limited (THE)
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 opened in August 2001. It operates from a one level purpose built premises in Raynes Park. Children are grouped into five age related areas and the provision serves the needs of the local community and commuting parents. The group opens five days a week, all year round. Sessions are from 07:30 till 18:30 and children may attend for a variety of full and part-time sessions.

The nursery is registered to care for a maximum of 38 children at any one time and there are currently 65 children aged from three months to five years on roll. The nursery is in receipt of nursery education funding for seven children. The nursery is able to support children with identified special educational needs and children who speak English as an additional language; there are no children attending with these needs at the present time.

Twelve full time and five part-time staff work with the children. The manager is supernumerary to the setting, assisted by her deputy manager who provides cover for rooms when needed. Both hold level three childcare qualifications. Twelve of the staff are qualified to level two or

three in early years child care and education and three staff are working towards a childcare qualification.

The nursery provides a wrap around care service and they operate a 16 place Breakfast and After School Club for children aged from five to eight years; this meets the needs of working parents. They operate from 07.30 - 09.00 and 15.00 - 18.30. The sessions are run by two members of staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from healthy food whilst in the care of the nursery. Food freshly cooked on the premises provides children with good quality, healthy and nutritious meals each day. Children sit within their rooms and enjoy sociable snack and meal times. Younger children are placed in high chairs and are fed by staff, whilst older children sit at small sized tables, supervised by staff, where they chat together whilst eating. A four week rota of menus shows parents at a glance what children will be eating all week. Independence for older children is encouraged as they serve themselves portions of food from containers, and pour their own drinks of water or weak juice. Children do not become thirsty as they have access to drinks of water within their rooms. Younger children's beakers are frequently replenished by staff, whilst older children help themselves from flasks of water kept within their room.

The majority of staff at the nursery have had first aid training. This, together with well stocked first aid boxes and written permission to take children to hospital in an emergency, supports the health of the children attending and ensures accidents are dealt with effectively. The sick child policy has procedures to follow if children are taken ill at the nursery and this is shared with parents when their children first attend. The policy states the nursery will not accept children who are infectious, which ensures children and staff are protected from cross infection.

Children have daily opportunities to practise their physical skills in a well equipped play area where they use sit and ride cars, tricycles, balancing beams, parachutes, climbing frames and slides. The fully enclosed garden is divided into two areas and a room rota system means children play out there at different times of the day. Younger children play in one area whilst older and more robust children play in another area. Staff closely supervise children whilst playing outside and encourage children to challenge themselves on apparatus and equipment. Once a week a dance teacher visits the nursery and children aged from two years have dance and exercise lessons. Children do warm up exercises, moving their necks, fingers, shoulders and legs before marching to music and following the teachers' lead pretending to fly like superman, touching their toes, growling like tigers and roaring like lions. Children enthusiastically dance to rhythms and enjoy the sessions a great deal.

Children's health is important to the staff who make sure they learn the importance of personal hygiene through daily routines of washing hands after using the toilet and before eating. This helps children develop good hygiene practice. The nursery records any accidents children may have whilst in their care and this information is shared with parents on the day. If children require medication they are asked to complete a form giving details of the medication before handing the medicine to the manager, who completes the rest of the form when she has administered it to their child.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's welfare is safeguarded because staff have had training in child protection. The local child protection guide is easily to hand and staff in the various rooms are able to recognise the signs and symptoms of abuse and demonstrate knowledge of how they would proceed with their concerns.

The accommodation is in good decorative order and this is enhanced by displays of children's work and photos in classrooms and shared areas. The nursery has been thoughtfully divided into age related areas and the premises is well maintained, gaining a five star environmental health award. The attractive outdoor area provides a range of interesting equipment, including sand and water trays and has a large umbrella to provide shade on sunnier days. There are plenty of good quality toys and resources within rooms that are appropriate for the age and stage of the children attending. A weekly cleaning rota within each room ensures toys are maintained in good condition. However, the baby toys shared by children under one year are often mouthed by them. There is no current system to ensure these are cleaned more frequently than the other resources.

Staff have taken steps to minimise risks within their rooms and in the nursery in general. For example, children cannot leave the building unattended as it is a secure premises with outside doors locked, plug sockets made inaccessible and all hazardous cleaning fluids kept out of the reach of children. Visitors and parents have to ring the doorbell and be admitted by the manager or her deputy to gain access. Parents sign a record book showing children's time of arrival and departure, however, some parents do not always complete their children's departure time and staff have not been vigilant in checking this. As a result, there is no historic record of a few children's departure times on various days throughout the year.

The manager undertakes an annual risk assessment on the premises, noting any hazards as actions to be carried out. Staff opening the nursery in the morning also do visual risk assessments of the rooms to make sure there are no hazards for children to arrive to. Children in all rooms regularly practise the fire drill with staff and are learning how to leave the building quickly and safely in an emergency. Fire fighting equipment throughout the building is in working order and checked regularly by outside agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the nursery happy and eager to participate. Staff welcome children warmly on their arrival and when they go their rooms staff greet them, offering smiles and cuddles. For those unsure of the transition, one to one care is given until the child feels more secure. Children are provided with a range of activities on a weekly basis. There is always construction, painting, drawing, role play, messy play, imaginary, dance and music activities organised. All children are given time for free play with resources kept at child height so they can select toys of their choice.

Staff have developed close relationships with the children, who are confident within the setting. Staff plan activities for children, but also follow children's leads for activities and incorporate these into their day. Free play and choice is important to staff, and children do not have to join in the activities if they choose not to. For example, children aged under two years are dressed in aprons are playing with a corn flour and water mix, dipping their hands into the mixture and

experiencing the changing textures. One child is not so keen and will not have an apron put on. She is told this is fine and urged to play with the other toys within the room. She does this for a while and then wanders back to the table to watch. Staff try to encourage her to participate; she dips her hand into the mixture but quickly wipes this off, confirming this activity is not for her. She then continues playing with the other toys.

Children are well cared for and staff plan stimulating activities for them, making written observations on their progress and planning for their next step of development. As part of the observations staff take lots of photos of children and these show children happily participating and achieving goals, whilst taking part in a variety of activities. Many of the photos are displayed around the nursery for parents to view. Each room in the nursery makes sure their children have access to the outside play area twice a day, weather permitting.

Staff encourage children to develop independence and confidence by getting them to do small tasks within their rooms, like help tidy away toys, hand out plates to other children and line up to play in the garden; children are offered praise by staff for their achievements. Children attending wrap around care have breakfast and are taken to school by staff. Some children are collected at lunchtime, whilst others are taken to school at lunch time. Children are collected at the end of the school day and brought back to the nursery for a snack and activities. However, the room they use is not set up in anticipation of their arrival, even though there are sufficient resources to do this. This results in children coming into an empty room that offers no stimulation or challenge.

NURSERY EDUCATION

The quality of teaching and learning is good. All children are eager and keen to learn and busy themselves with activities of their choice. Staff plan topics for children and these are divided into monthly planning ideas, showing learning objectives, teaching concepts and language to be encouraged. Weekly planning is divided into activities under the six areas of learning. Each activity has a separate focus sheet where the learning intention is given and this shows the resources that will be used. Staff then evaluate the activity for its effectiveness. However, every activity involves all the children, even though there is a difference in age and ability within the room. For example, there are some very capable three year olds and bright four year olds as well as some three year olds who are still very young in their ways. This shows staff do not always take into account children learning in different ways and at different rates. Staff undertake written observations on children, noting their achievements and what activity will be planned for their next step of development. However, there is no evidence to show this next step is carried through by staff.

Children's independence is encouraged by staff, who encourage children to develop self-care skills. For example, a child aged three years who has got her socks wet at the water tray is given another pair, she sits down on the chair and puts them on. She takes a while, but succeeds in the end. She is checked periodically by staff who praise her efforts. She then puts her shoes back on. Children link up with their peers and cooperate with each other in their play. They are beginning to form friendships and are gaining confidence to speak up in front of small groups during show and tell sessions.

Children enter the setting and choose their names from a table to show they are present. Later they choose their names to pop into a box to show they have had a snack. During a planting session in the garden some children are able to recognise the names of other children that have been written on the plant pots. During show and tell a child brings her favourite book and tells

the other children the story, turning the pages as she goes. Children listen attentively as she re-tells the story in her own words, showing confidence to speak up in front of her peer group. There is a writing table and children often take themselves to this area, leaving behind samples of letters, numbers and their names written on paper; most letters and numbers are correctly formed.

Children say and use number in everyday play. For example, children playing in the role play area are hairdressers and tell each other how much a haircut will be. Toy money in electronic tills encourages their imaginations and large cut out coins showing their value, help children to understand about currency. Staff encourage children to count items and people within the nursery and some children are capable of counting to 20 in English and French. Children work out simple sums, for example, they play skittles using six of them at a time. They have a chart with their names on and record how many they have knocked down, working out how many are left by counting them again and recording this information.

Children experience fresh air and exercise as they play in the outside area using balancing beams, small climbing frames, pedal vehicles and experimenting with volume using different vessels in water and sand trays. Children enjoy making models from a variety of construction kits and learn about health and bodily awareness. For example, planning shows children have tasted healthy foods, talked about the effects they have on the body and discussed exercise and its benefits. Children have learnt about body parts and their uses. They started with their hands and fingers, taking part in hand printing and counting using their fingers. Children use shaped building blocks to make models. Some of them make towers using triangles and cone shapes. Staff ask children to identify shapes, which they do confidently, naming squares, circles, triangles and rectangles. Children are able to name many colours, such as green, blue yellow, purple, grey and orange.

Children plant sunflower seeds, watering and nurturing them, noting the changes, differences and similarities. Planning shows they previously planted daffodil bulbs and when they bloomed they picked them and each child painted a picture of the flower. Children learn about the world through activities such as re-enacting plane journeys whilst going on holiday. Children took on different roles, dressing up as passport controllers, pilots, air stewards and passengers. Photos show children as passengers looking at menus as the steward passes down the aisle with a trolley of toy food. Children are encouraged to remember and talk about their experiences of holidays and outings. They show confidence during weekly French lessons and are becoming competent users of the language, singing songs, counting, naming colours and conversing with their teacher.

Children each have their own scrap books and this shows their progress through the six areas of learning. Samples of children's own work, observation notes and photos show children have taken part in cooking, painting and messy play. There is photo evidence of children reading with friends, riding on pedal vehicles, taking turns with glue sticks, taking part in sports days, acting out role play situations, creating models with construction kits, collecting mud, weeds and worms in the garden, planting and threading. This shows children take part in activities that help them make all round progress.

Helping children make a positive contribution

The provision is good.

Children learn about the cultures and traditions of others as they move through the nursery. They take part in art and craft activities organised to celebrate the festivals of others and the

traditional festivals celebrated in this country. A wide range of play materials used by children portray positive images of people from other cultures and those of different abilities. Babies are taken out in their double buggies by staff for walks, which enables them to experience their local environment. Older children do not go on many outings as the manager has undertaken a risk assessment for local walks and deemed this too dangerous for children to undertake. Instead they have occasional visitors from outside, like ambulance staff, traffic club staff and police officers, to help children learn about the wider world.

There are systems in place to monitor children's development; if there are concerns the manager, who is the special educational needs coordinator for the setting, works together with parents and other professionals to ensure children's individual needs are met. Children are well behaved and occupied and staff talk to children at their level to help them understand right from wrong. For example, two children squabbling over a toy, staff quickly intervene and talk quietly to both, saying words like share, be nice, be kind and make friends. The situation is resolved and peace restored. Older children in pre-school have a set of golden rules which staff talk to them about and children are able to remember some of these when asked. These methods help children to be aware of the expectations of the setting. Staff are generous with their offers of praise and encouragement and this promotes children's self-esteem and helps them to behave well.

A daily diary is kept for all children under the age of two years. This is discussed with parents daily and they have the option to take it away and bring it back the next day. If not, the diary is given to them at the end of each month. The diary contains details of how children's personal needs are met, their food and drink intake and their progress in activities for that day. Relationships with parents are good as the manager keeps them informed of children's activities on parents' notice boards displayed in the foyer. The notice boards also have information about staff, the Foundation Stage of learning and what topics are being covered in each of the rooms. This enables parents to extend learning at home. A parents' comments book on display contains positive statements from parents who have been pleased with the care their children receive at the nursery.

Children's spiritual, moral, social and cultural development is fostered. For example, children are confident to choose their own activities and realise they must wait their turn when serving lunches or playing skittles. They show wonder as they use magnifying glasses to search for worms in the outside planting area and have tranquil moments listening to classical music after lunch, whilst browsing through books that interest them. Children have caring attitudes as they pretend to wash and groom each others hair in the role play area, gently combing and stroking the heads of their peers. Children relate well to adults and are able to work in different sized groups. At lunchtime and snack time they engage in conversation, making it a social situation. Children learn a sense of community by having regular visitors to the nursery. During activities they learn about other people's beliefs and cultures and children enjoy close relationships with a diverse staff bank. Children respond and communicate ideas about their family to staff and the other children; their comments are valued.

The partnership with parents who receive nursery education is good. Information about the six areas of learning is displayed in the foyer and also in the parents' welcome pack. Children's development records are passed on by their key workers to pre-school staff so they can build on what children already know. If children come from other settings, staff contact their previous provider to find out about the child's development, or they speak to parents. Six monthly meetings with parents to discuss children's progress are arranged and during this session children's work and assessment records are shared. Parents spoken to at the inspection have

high regard for the management and staff of the nursery, stating they are kept informed of events within the nursery and find staff approachable and professional.

Organisation

The organisation is good.

Leadership and Management are good. Staff feel supported by the manager who has a strong commitment to continually improve the service offered. Staff understand their roles and responsibilities and work well as a team. They are all involved in the planning of activities for children and arrange topics that children find interesting and challenging. There are opportunities for staff to attend training, which enables them to keep up to date with new childcare practice. The manager oversees the written planning of activities for children to make sure they cover the six areas of learning. However, the manager has not ensured there is a system for individual children to be targeted and sufficiently challenged, or made sure notes on children's next steps of development are carried through.

Children are cared for by mature, experienced, qualified and consistent staff who have been through a recruitment procedure that ensures only suitable people are employed. Space and time are well organised to keep children occupied and stimulated, giving them time for both quiet and active play. The running of the nursery is guided by a range of policies and procedures that are shared with staff and parents. All the required regulatory documentation records are maintained well, but occasional oversights of recording children's and visitors departure times in the attendance registers compromises children's well-being.

Staff are deployed effectively with consistent staff caring for babies and children. The child/staff ratio is maintained and the rooms used by children are attractively laid out, with resources and activities offering children a stimulating environment. However, the children who are part of the wrap around service enter a room that has not been set up with activities to greet them on their arrival for school. Overall, the setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the provider was given five recommendations to improve care for the children attending in relation to policies and procedures, record keeping, safety issues, planning of activities for younger children and providing resources for children over five years. Since then, satisfactory progress has been made. Children's safety and well-being is now supported as the nursery has made sure the premises is completely secure and all hazardous materials are out of the reach of children. A system has been devised to record any incidents that occur and a procedure has been added to the behaviour management statement for dealing with bullying incidents. Activities for younger children are now planned and staff generally adhere to this planning, making notes of how children achieve. Older children who attend before and after school activities now have a range of stimulating toys to choose from, but issues about preparing the room ready for their arrival is a recommendation for the purpose of this inspection.

At the last Nursery Education inspection four key issues were raised for improvement. These were in relation to more resources needed for communication technology; more opportunities for role play that included mathematical development; making sure children are able to select resources for themselves and have un-disturbed play; providing children with resources to be creative and making sure the planning shows how children will be challenged and taken to their next step of development. Since then, satisfactory progress has been made. The pre-school

have set up a creative area where children draw, cut things out, design and make models and pictures, using a wide range of materials. They have role play areas converted into vets, hairdressers, hospitals and home corners and staff make sure tills, toy money, note pads and keyboards form part of the make believe area. Resources are now organised so that children can self-select activities that interest them and staff allow children time to have un-disturbed play. Opportunities for children to access programmable toys, a computer and a variety of keyboards and telephones have improved children's awareness of communication technology. A system has been devised to record children's next steps of learning based on staff observation notes. However, these are not carried through and this remains a recommendation for the purpose of this inspection.

Complaints since the last inspection

Since 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):

- devise a system to ensure toys used by babies are frequently cleaned to avoid the risk of cross infection
- review the organisation of the after school session to ensure children enter an interesting and stimulating environment
- ensure attendance registers consistently record departure times for children and visitors.

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):

- devise a planning system to ensure that individual children are targeted and appropriately challenged
- ensure notes made on next steps for children's development are carried through.

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