

Dee's Day Nursery (Wimbledon) Ltd

Inspection report for early years provision

Unique reference number	EY306334
Inspection date	14/01/2009
Inspector	Linda Close
Setting address	2 Mansel Road, London, SW19 4AA
Telephone number	020 8944 0284
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Dee's Day Nursery (Wimbledon) Ltd. was registered in 2004 under the current ownership. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides full day care for children aged three months to five years of age. There are 70 children on roll at the time of this inspection and children attend for a variety of sessions. Approximately half of the children attending are learning English as an additional language. None of the children on roll have identified learning difficulties.

The nursery is open from 07:30 to 18:30 every weekday closing only on bank holidays and for one week at Christmas. The setting serves the local and wider community. There is a manager and 14 members of staff working with the children. In addition there is a Drama teacher who visits to provide activities for the younger children and a visiting French teacher who leads lessons for older toddlers and pre-school children. Almost all of the staff hold National Vocational Qualifications (NVQ) at level 2 or 3 and the small number of unqualified staff have almost completed their NVQ studies. Two members of staff are studying at degree level. A cook is employed to prepare meals on the premises.

The nursery is located in a side road close to the centre of Wimbledon. The local authority is Merton. The setting takes place on the two lower floors of a large house. There are four adjoining play and sleep rooms on the lower ground floor for babies and younger toddlers and a further three adjoining play rooms on the ground floor for older toddlers and pre-school children. Children have the daily use of an enclosed garden area at the rear of the nursery for outdoor play. Access to the ground floor is level but there are several steps to be taken down to the lower ground floor and to the garden area.

Overall effectiveness of the early years provision

Children are welcomed with warmth and affection into a lively, happy nursery environment. Staff working with all age groups are qualified and experienced and they are devoted to the wellbeing of the children in their care. Parents are invited to contribute their observations to an 'All about me' booklet which helps staff to identify each child's starting points. Staff also gain a good knowledge of each child's needs through observation and they promote children's learning effectively in most respects. The manager and staff are active in their professional development. They put their learning to good use to maintain the development and ongoing improvement of the provision for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance the programme of multi-cultural activities through including some that reflect the background of the children attending

- continue to develop learning plans showing clearer links to the information gained from observing the children
- extend the resources available to children to promote their knowledge and understanding of information technology.

The leadership and management of the early years provision

Effective management helps to maintain good standards in the nursery. Many of the staff have worked in the nursery for some years and the manager ensures that they revisit the setting's policy and procedure documents from time to time in order to keep their knowledge up to date. Staff complete an appraisal exercise with the manager twice a year and training courses are identified at this time. Staff are actively encouraged to train for their professional development. Staffing levels are planned in advance to ensure that the correct number of adults are available to care for the children each day. The deployment of staff is very good which means that the children are well cared for and their learning is supported well. Any staff absences are covered by senior staff or by staff brought in from an agency.

Staff in all rooms complete the attendance records promptly as soon as the children arrive which helps to keep the children safe in an emergency evacuation situation. Other records and documents are comprehensive, neatly kept and meet requirements. All staff are checked for their suitability at the time of their employment. Staff are aware of child protection issues and procedures and their training is refreshed which helps them to safeguard the children.

The nursery has established good relationships with parents and carers. Useful information is posted in the entrance area for parents. They can easily see which staff hold positions of responsibility, their qualifications, the name of the key person for their child as well as information about day to day events. A newsletter is prepared for parents each term giving advance notice of special events. Parents are invited to meet their child's key worker twice a year to share information about the child's progress. Parents can also have daily discussions with staff at the beginning and end of each day to supplement the more formal meetings.

The manager and provider make generally good use of self evaluation to monitor the provision for children. They have delegated specific areas of responsibility to members of staff who evaluate their own area of work on a continuous basis. The manager and provider seek feedback from the whole staff to find ways to maintain good standards and to facilitate ongoing improvement.

The quality and standards of the early years provision

The manager and staff have gained a generally good understanding of the requirements of the Early Years Foundation Stage. They have instigated an effective system whereby all members of staff in all rooms take responsibility for observing and making notes of significant events in the day for all children. Staff enter these observations into a file for each child which helps them to track children's development and progress in all six areas of learning.

The children are busily engaged in worthwhile play and learning activities in all rooms. Language development is a strength throughout the setting. Staff speak clearly to the children and they extend their vocabulary at every opportunity. Children select books to share with staff and through stories and discussions they learn the names of animals, parts of the body and colours. Children have easy access to mark making materials both indoors and outside where they can use a clipboard with paper and pencils to record their games. Staff successfully encourage children to identify shapes and count, match and sort their toys. Older children are making good progress in recognising numerals and staff use real objects to introduce ideas such as how many and how many altogether. However, staff do not always clearly identify next steps for all children in all areas of learning which means that the activities, while suitable, are not always fully focussed on meeting the individual learning needs of each individual child.

Children are calm, happy and well behaved. They respond very well to the staff who are pleasant, polite and firm. Children share their toys and they understand that they must take turns with favourite toys and resources. Staff actively promote the development of children's independence. They give children the freedom to play with toys according to their own ideas. This is evident when children freely select plates and dishes from the home corner to play with in the sand. Children have decorated the bushes and shrubs in the outdoor area with strands of thread and old compact discs which gives them ownership of the play space and makes it an interesting place to play.

The nursery is well resourced in most respects indoors and outside. The children have easy access to good quality construction toys, musical instruments, puzzles and imaginative play materials. They learn to play safely in the nursery and they learn about road safety from visitors on their walks and outings. Staff follow a clearly written cleaning and sterilising programme which means that toys are checked and maintained in good condition in all rooms. Children are gaining the early communication, numeracy and literacy skills that they need for their future economic wellbeing. They have access to some tools for learning in relation to information technology although this is not a strength in the provision as a whole. A range of interesting activities is planned to help children to develop an awareness of the festivals and celebrations that are enjoyed in different cultures. However, the programme is incomplete in that it does not reflect the background of all of the children attending.

Children learn about good personal hygiene and healthy ways of eating. A dedicated cook prepares a good range of tasty, healthy meals for the children in a clean, orderly kitchen. The children eat their meals with obvious pleasure and many have second helpings. They enjoy fresh fruit snacks and they have drinks to hand throughout the day. The cook prepares menus which are amended often and displayed for parents. The cook takes great care to ensure that children are given food that meets their individual dietary requirements. A 'no nuts' policy ensures that children are not placed at risk from the food they eat.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

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.