

# Dulwich Nursery

Inspection report for early years provision

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**Unique reference number** EY297645  
**Inspection date** 16/02/2010  
**Inspector** Susan Linda Capon

**Setting address** 80 Dog Kennel Hill, London, SE22 8BD

**Telephone number** 0207 738 4007

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**Type of setting** Childcare on non-domestic premises

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## 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 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.

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## Description of the setting

The Dulwich Day Nursery opened in 1992. It operates from a purpose built nursery situated in Dulwich in the London Borough of Southwark. The nursery has two playrooms with associated kitchen, laundry room, toilets and staff room. It is part of the Bright Horizons organisation, and serves staff from the nearby Sainsbury's and families from the local area.

The nursery is registered to care for a maximum of 33 children from three months to under five years old at any one time. There are currently 47 children on roll. The nursery supports children with special educational needs and/or disabilities.

The nursery opens all year, closing only for public bank holidays. Sessions are, from 7am until 7pm each day. Children attend for a variety of sessions up to a maximum of 10 hours per day.

There are currently staff, including the manager who is supernumerary, working directly with the children. All staff have National Vocational Qualifications to level 3 in childcare. The nursery also employs a cook. The nursery receives support from the Early Years Development and Childcare Partnership.

The nursery is currently registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The ambitious, dedicated management and staff team continue to strive to develop their overall provision, offering children a home from home environment where children can thrive and develop. Children are very keen to attend as they eagerly explore the wide range of stimulating and interesting activities each day, keeping them busy and occupied. Staff ensure the individual needs of every child attending are fully incorporated into the daily routine, promoting inclusive practice for everyone. Extensive induction and training opportunities ensures all staff are fully conversant with all aspects of the Early Years Foundation Stage requirements and the day to day procedures of the nursery. The ongoing extensive self-evaluation of all aspects of the nursery incorporates the views gathered from staff, parents and children, enabling management to develop and extend the quality of the provision provided. All recommendations raised at the previous inspection have been fully completed, showing a clear ability to improve and develop. The nursery has continued to develop excellent relationships with all parents, providing them with extensive opportunities to be fully involved in their child's care, learning and development.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the arrangements for non-sleeping children after lunch, ensuring they are occupied in a meaningful way.
- continuing to develop the outdoor play area as planned, promoting opportunities for activities covering the six areas of learning on a daily basis.

## **The effectiveness of leadership and management of the early years provision**

The obvious enthusiasm and clear ambitions of the management team encourages all staff to be dedicated to working to a high standard at all times, promoting quality care and learning for every child attending. All staff, including bank staff covering for sickness or holidays, fully implement the in depth policies and procedures, maintaining a safe and secure environment at all times. Staff continue to develop their childcare knowledge and skills through additional training opportunities both in-house and outside the nursery. For example, all staff complete a Health and Safety Passport. Other training includes Heuristic Play and Mud, Magic and Messy Play. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with children, keeping them safe and secure during their time in the nursery.

The staff team continues to regularly reflect and evaluate all aspects of the provision. For example, staff fully evaluate the focus activities and overall planning, ensuring they meet the individual needs of every child attending. The nursery has clear plans for continuous improvement and has worked very hard to improve the deployment of available space, staffing and resources. They are continuing to review the short period between the end of lunch and sleep time to ensure other children are fully engaged in meaningful activities. They have clear plans for developing the outdoor area, including the replacement and addition of toys and equipment.

Daily extensive risk assessments are fully implemented, ensuring all potential hazards are minimised, preventing unnecessary accidents. Staff remind children not to run indoors and explain the importance of taking care when playing boisterous games together.

Staff have developed excellent systems for promoting diversity and supporting children with special educational needs and/or disabilities. The staff team reflect different cultures and some speak a variety of languages including French, Spanish and Yibra. Male role models are a firm favourite with the children. Makaton signs and other visual aids ensure staff ably support children with English as an additional language and babies and toddlers can make their needs known. The staff team works closely with all parents and professionals promoting continuity of care. For example, speech and language specialists visit the nursery, ensuring staff implement the same strategies for encouraging language development and progression. There are currently no children attending another provision delivering the Early Years Foundation Stage curriculum. Staff have a clear understanding of

the importance of sharing information when required.

The children's welfare and safety is paramount. Staff ensure correct ratios are always adhered to throughout the day, enabling children to be fully supervised indoors and outdoors. They regularly rotate the extensive resources throughout the provision. This enables all children to enjoy a wide range of different activities, toys and equipment relevant to their personal developmental needs throughout the day. Regular checks and cleaning routines ensures all toys and equipment are suitable and safe for the children. The nursery has developed more opportunities for children to learn about other races, cultures, gender and disabilities. Staff challenge sexist or racist remarks. For example, staff discuss why boys believe only girls are scared of monsters. Artefacts relating to different cultures and festivals are readily available in the foyer, promoting parents and children's interest in other people. New equipment has recently been added to the resources, including dual language books, different dolls and puzzles reflecting diversity. Staff are fully trained in using these with the children to develop their awareness of the wider world.

The staff team have continued to work hard to develop close, strong relationships with all parents. Parents are very happy with the care their child receives and find the staff very supportive, helpful and approachable. Parents find their child is keen to attend with some not wanting to leave at the end of the day. They particularly like the warm, welcoming environment and the wide range of activities provided. Parents feel fully involved through the extensive information they continually receive, keeping them up to date with their child's day, learning and development. This includes social events, a weekly e-mail newsletter and written daily reports. All parents are aware of the group's policies and procedures which underpin the daily operational plans.

## **The quality and standards of the early years provision and outcomes for children**

The staff team work well together as they continue to develop the service they provide. High quality, stimulating and interesting activities support every child's individual developmental needs, enabling them to make good progress through the early learning goals. Children proudly show their parents their artwork displayed around the nursery, developing their self esteem and confidence. All children are developing a good understanding of how to keep themselves safe and secure. They know they can share their feelings and concerns with staff and understand the importance of listening carefully during emergency evacuation drills and enjoy visits from the local fire fighters. Children understand they should not stand on chairs and take care when the wet floor sign is showing after staff clean the area following mealtimes.

Children are developing an excellent understanding of the importance of developing a healthy lifestyle. They all enjoy the delicious, healthy, nutritious home made meals, including fresh fruit and vegetables provided by the cook each day. All the children have healthy appetites and many enjoy a second helping. Children are fully involved at lunchtime with everyone including babies and toddlers sitting

together with staff, enjoying the social occasion as they chat about their day. Individual dietary needs are clearly identified through place mats and colour coded name plates, ensuring everyone receives appropriate foods for their personal needs. Older children enjoy laying the table, serving themselves with food and drink and clearing their plates and cutlery away at the end of the meal. The local dentist is a regular visitor and children recognise the importance of keeping their teeth and gums healthy. Some children suggest a staff member with toothache has eaten too many sweets or cakes. All staff and children use excellent hygiene routines, preventing the spread of infection. For example, children have clean bedding and face flannels each day. They all wash their hands after using the toilet and before eating food, recognising the importance of 'getting rid of the germs'. Anyone entering the nursery is encouraged to use the anti bacterial hand gel to help staff maintain a healthy environment.

All the children enjoy regular opportunities for outdoor play and exercise. Free flow play is available during better weather as staff take a wide range of activities outdoors, ensuring all areas of the curriculum can be enjoyed. Children particularly enjoy splashing in the puddles, pedalling a bike or demonstrating their excellent climbing and jumping skills using the large play apparatus. Hunting for bugs and worms or observing the birds are firm favourites with everyone. Babies and toddlers enjoy the garden at a separate time ensuring older children do not knock them over or impede their play and exploration of the available space.

All staff are fully conversant with the Early Years Foundation Stage curriculum, effectively implementing this in the daily routine throughout the nursery. Extensive, reflective planning ensures the individual needs of each child attending is fully incorporated, enabling everyone to make all round progress and development. The programme of activities incorporates a good balance of adult led and free choice opportunities each day. Key workers build on the detailed information gathered at registration, enabling them to encourage personal progress and development. Excellent well written observations are effectively used to plan for each child's next steps for progression. Staff write an informative progress report for parents on a regular basis.

All the children are making excellent progress towards the early learning goals. Babies and toddlers are confident in the setting as they eagerly explore their surrounding, toys and equipment. They babble and shriek with delight as they press the buttons on the toys or explore the sensory activities. Older children dress themselves to go outdoors, putting on their Wellington boots and coats.

The children have developed strong relationships with the staff team and are confident to explore their surroundings and try new activities. They eagerly enter the nursery each day, quickly separating from their carer and settling down to an activity of their choice. Daily routines incorporate the individual needs of each child attending. For example, babies' sleeping and eating routines are maintained, promoting continuity of care. Children enjoy opportunities to look at books with their parents in the foyer or borrow one to take home. They enjoy regular opportunities to develop their writing skills as they write prescriptions or shopping lists in the role play area. Everyone enjoys exploring water, paint, sand, dough and glue in the messy play area. Children enjoy mixing new colours as they paint their

own masterpiece. Making play dough and baking cakes enables children to develop weighing and measuring skills, learn new words and recognise how the ingredients change. For example, greasy, creamy and soft, during baking activities. Children build their own model aeroplanes with a propeller or a fire engine with a long ladder from a variety of resources. Babies practice their crawling, standing and walking skills and recognise a photograph of themselves at play. Children enjoy moving imaginatively to music and are looking forward to learning salsa dancing. Boys particularly enjoyed the super hero's activities and play fight together as they develop their imagination. Minimal behaviour management is required throughout the day as children behave well, understanding the importance of sharing and taking turns as they play together. Staff regularly praise and encourage the children's achievements developing their self esteem and confidence.



## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

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

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