



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123083

DfES Number: 531772

INSPECTION DETAILS

Inspection Date 14/06/2004
Inspector Name Lindsay Ann Farenden

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Eveline Day Nursery
Setting Address 1 Chillerton Road
Tooting
London
SW17 9BE

REGISTERED PROVIDER DETAILS

Name Eveline Day Nursery Schools Limited (THE) 1096078

ORGANISATION DETAILS

Name Eveline Day Nursery Schools Limited (THE)
Address 14 Trinity Crescent
Upper Tooting
London
SW17 7AE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Eveline Day Nursery (Seely Hall) opened in 1974. It operates from a large church hall with a smaller play area, kitchen, toilets, staff room and garden area. The main hall is sub-divided into three separate areas for children from 12 months to under 5 years. The smaller play room is used for babies. The nursery serves the local and wider areas.

There are currently 40 children from 10 months to 4 years old on roll. This includes four funded 3 year olds and seven funded 4 year olds. Children attend a variety of days. The setting currently supports one child with special needs.

The group opens five days a week all year round.

Sessions are from 07:30 until 18:30.

5 part time staff and 11 full time staff work with the children. Over half the staff have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership. The nursery is currently working towards 'Quality Counts' with the National Day Nursery Association.

How good is the Day Care?

Eveline Seely Hall Day Nursery provides good care for children. The premises are made into a warm and welcoming environment for children. Staff give good attention to children's safety inside and outside of the premises. Staff help to develop children's understanding of good hygiene practice. Children's individual dietary needs are respected.

There is a good range of easily accessible play materials and activities. Staff have a caring approach to children and there is good interaction between them and the children. Staff know children well and they ensure children's individual needs are met. The children are settled and encouraged to develop confidence. Staff are child focused and support children with activities and join in with their play. Staff give good

attention to meeting babies' needs and provide them with a good range of play materials and activities. The garden is well set out with children's play equipment and staff ensure all children have access to the garden during the day. The children behave well and staff offer children lots of praise and encouragement.

There is a good emphasis of equal opportunities throughout the nursery. There is a range of books, and play materials reflecting positive images of culture and disability. The children are encouraged to play with all the toys regardless of gender. Staff have a positive attitude to caring for children with special needs. They have effective procedures in place to support children with special needs and work with outside agencies to ensure children receive appropriate support.

Staff work well with the parents and share information with them on a regular basis. Parent's questionnaires indicate that they are very happy with the standard of service provided. Record keeping systems are detailed and well organised. There are comprehensive policies and procedures in place, which are accessible to parents.

What has improved since the last inspection?

All actions made at the last inspection have been met. Documentation required has been put in place. Play materials reflecting positive images of disability have been obtained. Large rugs have been bought to make flooring more comfortable for children. Play materials and books have been made more accessible to children. Play activities and opportunities have improved for younger children. Systems are now in place for laundry procedure.

What is being done well?

- There is good interaction between staff and children, they know them well and have a caring approach to-wards them. Staff ensure that children's needs are met and make sure that children have access to their comfort toys and blankets at all times.
- The staff provide a warm and welcoming child centred environment. Effective use is made of space and it is clean, well organised and of an appropriate temperature. Good hygiene practice is carried out.
- Staff have a positive attitude to caring for children with special needs. Staff work in partnership with the parents and outside agencies to meet the child's needs.
- Staff build up good relationships with the parents. Staff provide an excellent record book of achievements on each child, while they attend the nursery. They contain photos of the child doing different activities, children's painting, drawings, foot and hand prints, comments on what each child has enjoyed and has done well, amusing comments the child has made and a copy of the child's six monthly progress report, which is are given to parents when the child leaves the nursery.
- Staff have a good understanding of each child's dietary needs. Lunch time is

a relaxed and sociable time.

- Staff have a good understanding of health and safety issues. Systems are in place to ensure children are safe in the premises and when on outings.
- Staff promote positive behaviour. They encourage good behaviour and offer children praise and encouragement.

What needs to be improved?

- the further access to play materials which meet the developmental needs of the younger children

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Ensure younger children have further access to play materials to meet their developmental needs.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Eveline Day Nursery (Seely Hall) provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are aware of children's needs and development, and have a good awareness of the early learning goals. They plan and provide a variety of activities and understand what children learn from them. An effective routine is provided, with staff making good use of the resources available, to create an interesting learning environment in which children are motivated and stimulated. Observations of children's progress are undertaken, as are evaluations of activities, however, these are not fully utilised by staff to clearly define how children can be extended, and to enable planning to be differentiated accordingly.

Staff respond well to children by asking them questions and encouraging them to talk about what they are doing. They manage children's behaviour well, offering lots of praise and encouragement and creating an environment where children are caring towards one another. Staff encourage children to choose resources and initiate play. However, children are not encouraged to develop independence when they want a drink and during mealtimes. There are also limited occasions for children to explore how things work.

The leadership and management of the nursery are generally good. The manager encourages staff to work together in a collaborative way, and to share ideas and support one another. She is committed to evaluating the quality of teaching by taking part in regular staff meetings and carrying out appraisals on all staff. However, staff have little input into the long term and medium term planning.

The partnership with parents is good, with parents fully aware of the activities undertaken and encouraged to be involved in their children's learning. Staff regularly update parents on their children's progress and share information daily.

What is being done well?

- The staff team plan a wide range of activities and festival celebrations, and use resources which promote equality of opportunity as an integral part of play, to encourage children's interest and enjoyment in cultural and religious differences.
- Children are motivated and excited to learn. Staff encourage children to take part in activities by providing an environment which is stimulating and attractive, and by maintaining a dialogue with them to encourage them to join in and think about what they are doing.
- Staff handle children's behaviour very well, and children respond positively,

showing care and concern for one another, and adapting well to changes in the routine. Older children are able to resolve minor disputes themselves, understanding the agreed values of the group, taking turns and sharing fairly.

- Staff provide good levels of support for the child with special educational needs. They work closely with his parents and with outside agencies, to plan an effective curriculum which encourages his development and includes him in all the activities available.
- Staff encourage children to investigate the local community. Children post letters at the post office, buy food from the supermarket and find out about the work undertaken by people in the community.
- Parents are provided with good information from the nursery, including a prospectus, information regarding policies and procedures, and regular newsletters outlining forthcoming events, planned themes and activities the children have enjoyed. They invite parents to contribute and share information about their child, by holding parents evenings twice a year to discuss children's progress and through daily discussions regarding children's needs. They also invite parents to contribute resources for particular activities.

What needs to be improved?

- the opportunities for staff to be involved in developing the curriculum planning, and in drawing together aims and learning intentions of long term and medium term plans
- the use of evaluations of activities and observations of children, to enable staff to identify clear targets for each individual child and differentiate the planning accordingly
- the opportunities for children to develop greater independence during snack times and meals times
- the opportunities for children to explore how things work

What has improved since the last inspection?

This was the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy learning about a range of cultures and beliefs. They are well behaved, adapting their behaviour to the expectations of the group. They have a positive approach to new experiences, are motivated to learn and show increasing confidence in selecting and carrying out the activities of their choice. Children take themselves to the toilet, wash their hands and help staff to tidy up during the session. Their independence skills need to be encouraged during mealtimes and drink times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have a wide vocabulary, with more able children confident when talking to adults. Staff provide additional support to encourage children with delayed speech. Children enjoy listening to stories, are attentive and respond well to the questions raised by staff. Children respond well to one another, using language to share ideas and engage in play. They are encouraged to recognise and phonetically pronounce letters, and have opportunities to write familiar letters and words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children develop their logical thinking when threading, sorting and constructing with a purpose. They enjoy undertaking number games to develop their mathematical thinking, and are able to count confidently up to 10. They sing a range of songs to encourage number recognition and early calculation. Children are able to use basic mathematical language to describe difference and similarity. They can name colours and shapes, and are developing an awareness of measurement through sand and water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have discussed the life cycles of mini beasts, and talk about the weather and the changing seasons. Their sense of time is encouraged through discussion, and they have explored the local environment through trips to the post office and shops. They explore difference and similarity when using sand, water and malleable materials. They enjoy planting and watering flowers and tomatoes, and observing living things in the garden. They do not have opportunities to explore why things work.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy action rhymes, and clap, dance, hop, and point to parts of their body. They are developing an awareness of good hygiene and how their bodies work. They use equipment safely and are aware of their own space, and the space of others. They manoeuvre bikes and buggies confidently, and use pencils, glue sticks, pegs and construction materials with increasing skill. They move creatively in the garden, jumping through hoops, playing hop scotch, kicking and throwing balls and beanbags.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use construction toys, sand and malleable materials to represent large and small scale objects. They show expression and feeling when playing in the garden and the role play area. Children respond creatively to music, moving and dancing with a developing sense of rhythm. They like dressing up and initiating play based on their own first hand experiences. They are able to freely choose from a range of resources, textures and materials, to initiate and extend their creative designs.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide opportunities for staff to be involved in developing the curriculum planning, and in drawing together aims and learning intentions of long term and medium term plans
- ensure staff use evaluations of activities and observations of children, to enable them to identify clear targets for each individual child and differentiate the planning accordingly
- encourage children to develop greater independence during snack times and meals times.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.