



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 138215

DfES Number: 533025

INSPECTION DETAILS

Inspection Date 06/04/2004
Inspector Name Christine Coleman

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Eveline Day Nursery Schools Ltd
Setting Address 89A Quicks Road
London
SW19 1EX

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 operates from a two-storey building divided into six playrooms. Rooms for babies under two years are located on the ground floor. There are kitchen facilities and an office downstairs and upstairs toilet facilities for older children. There is a small outdoor garden/play area and a park/playground nearby. The nursery is situated in a residential area close to local amenities and transport routes. The nursery serves the local area.

There are currently 43 children from five months to four years on roll. This includes eight funded three and four year olds. Most children attend full-time. There is provision to support children with special needs and those who speak English as an additional language.

The nursery opens five days a week for 51 weeks of the year. Sessions are from 07:30 to 18:30.

There are 21 staff including the manager, who work with the children, most of whom are full-time. Most of the staff have early years qualifications to at least NVQ level 2 and working towards a level 3 qualification. There is also a cook, cleaner and sessional teachers for French and dance. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Eveline Day Nursery provides good care for children.

The nursery provides a well-organised routine to the day. Play activities are planned to encourage children's learning and development. The staff are trained with most working towards further qualifications. The staff to children ratio is good, with babies and children being cared for in small groups, and there is a key worker system in place. Comprehensive written policies and procedures underpin the day to day running of the nursery. The nursery operates from a two-storey building divided into six playrooms for babies and children of different ages. Baby rooms are located on

the ground floor, and rooms for older children upstairs are interlinked. There is an office and kitchen downstairs and children's toilet facilities upstairs. Nutritious meals and snacks are provided. There is a small outdoor play area and a park with play facilities nearby.

The nursery provides a safe environment for children, and most standards of cleanliness and hygiene are good. The individual needs of children are attended to, and any concerns about their welfare are discussed with parents. Parents are asked to sign for administering any medication and emergency treatment is to be included.

The nursery has a wide range of play resources and equipment, and items are regularly added to, including some items reflecting positive images of ethnicity, gender and disability. Activities are planned and include regular themes. Behaviour is managed well using appropriate methods.

The nursery encourages a good relationship with parents and provides regular verbal and written information about children's development.

What has improved since the last inspection?

At the last inspection it was agreed that resources reflecting positive images of disability could be improved and resources have been added to including posters, books and play figures.

Confidentiality in record-keeping for individual children has improved by using separate sheets, and medication consent forms.

First Aid boxes are now fully stocked and monitored.

What is being done well?

- Eveline Day Nursery provides a well-organised and welcoming environment for children.
- The Nursery has a good ratio of staff to children with a high priority given to staff training.
- The Nursery provides a range of age-appropriate activities to encourage learning and development. There are good play resources and equipment with suitable items made accessible to children in a planned way.
- The Nursery uses age-appropriate behaviour management methods and staff provide good role models.
- The Nursery encourages partnership with parents and welcomes regular communication and participation.

What needs to be improved?

- the facilities for hand-washing

- systems to ensure parent's written permission for emergency medical treatment is requested

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
7	Seek advice from the environmental health department about the provision of hot water for children's handwashing.
7	Seek written permission from parents for emergency treatment and advice.

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

How effective is the nursery education?

Eveline Day Nursery School (Quicks Road) offers good quality nursery education where effective teaching helps children make generally good progress towards the early learning goals.

Teaching is generally good. The environment is well organised and resources are of good quality. Staff have very good relationships with children and their positive interaction supports children's overall good progress. They have a secure understanding of how children learn. They respond to children's interests and ideas, encourage conversations to extend thinking, and let children work at their own pace. Staff plan a good variety of interesting and stimulating activities for children that cover all areas of learning, and children have many opportunities to learn through practical experiences. Staff are clear about what children are expected to learn from planned activities, although more opportunities could be provided to build on some aspects of children's mathematical understanding and creative development. Staff observe children regularly and keep records of their progress, but these assessments are not yet used consistently to inform activity planning in order to help children move to the next stage in their learning.

Leadership and management is very good. Staff have clear roles and responsibilities. The manager has a good understanding of the many strengths and any areas for improvement within the setting. There is a strong commitment to continual development and improvement, and to implementing rigorous systems to monitor and evaluate the quality of the provision.

Partnership with parents is very good. Parents receive good quality information about the setting and the activities provided. They have regular planned opportunities to discuss their child's progress as well as being welcomed into the setting on an informal basis, and receiving daily feedback. Clear written reports are provided that describe their child's progress in all areas of learning.

What is being done well?

- Children are confident and secure within the setting. They relate well to each other and adults, are interested in activities and motivated to learn. They benefit from being in a small and consistent key group where children and adults know each other well.
- Staff's positive and caring relationships with children, their clear expectations and the familiar routines create a calm and consistent atmosphere within the nursery that encourages good behaviour.
- Topics are well planned, interesting and meaningful to the children and provide good opportunities for hands-on learning experiences.

- Good use is made of children's own interests, ideas and spontaneous play to support their early reading and writing skills, and this contributes to their very good progress in this area.
- There is very good communication with parents, who receive daily feedback about their child, and find staff friendly and approachable.
- The nursery benefits from consistent leadership and management. The manager is committed to developing the provision and provides a good role model.

What needs to be improved?

- the use of assessments of children's progress to identify next steps and help children move onto the next stage in their learning
- the opportunities for children to build on their good knowledge of number by solving simple number problems, including during everyday routines and activities
- the opportunities for children to use creative materials freely and independently for example to paint or design and make collages and constructions that reflect their own ideas

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and eager to learn which supports their good progress in all areas of the curriculum. They choose activities independently and settle to them quickly, showing good concentration when completing tasks to their own satisfaction. They make good relationships with each other and adults in the setting and show care and concern for others. Children behave well, understand the expectations of the setting and are learning to share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and use language to organise and express their ideas and to negotiate with each other. They show an interest in books and use the book corner independently. They listen to stories attentively and with enjoyment. They recognise their names and are beginning to recognise the sounds that letters make and to use their knowledge to write simple words. They have good opportunities to experiment with writing for themselves through a variety of play situations and activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers, and count confidently. They show an awareness of similarities and differences in shape and size when matching and sorting, and use language to describe shape, size and position. Children have good practical opportunities to support number recognition and some children recognise numerals up to 10. There could be more opportunities for children to build on their mathematical knowledge, for example by comparing numbers and solving practical number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore the natural world through well planned hands-on topic related activities. They talk about past and present events in their own lives and those of their families. They show an active interest in the lives of others, and are developing an awareness of other cultures and beliefs. Children use a variety of construction materials and make things with a purpose in mind. They have opportunities to use a range of everyday technology and learn about its uses.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with developing control. They use a good variety of tools and materials with increasing skill, for example, pencils, scissors, glue spreaders, cutters and staplers. They take part in a range of planned activities such as dance sessions, outdoor play and visits to the park to support development of their large motor skills and co-ordination. Children are learning about how their bodies feel, for example when they are tired, and things that are good and bad for them.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy role play and small world activities, and use their imagination to play together to act out their own experiences and stories. They enjoy singing and sing songs from memory. Children are offered good choice and allowed time to express their imagination and finish their work to their own satisfaction during adult- initiated art and craft activities, but they could have more opportunities to choose their own materials, and paint and make constructions that reflect their own ideas.

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

- Develop the system for observing and recording children's progress so that the information gained from assessments can be used to identify next steps for children's learning and inform activity planning
- Provide more opportunities for children to begin to use their number knowledge to solve simple number problems, including during practical everyday activities and routines
- Provide more opportunities for children to select their own creative resources and independently develop their own ideas in art and design

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.