



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123143

DfES Number: 531770

INSPECTION DETAILS

Inspection Date 14/12/2004
Inspector Name Lindsay Ann Farenden

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Eveline Day Nursery Geraldine Rd
Setting Address East Hill United Reformed Church, Geraldine Road
Wandsworth
London
SW18 2QL

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 (Geraldine Road) is one of five nurseries run by Eveline Day Nursery Schools Ltd. It opened in 1985 and operates from a church building, which has been converted into a nursery. There are 6 separate units, with children being separated according to age. The units on the first floor and in the baby room are open plan and separated by low dividers. There is a kitchen, office, staff room, adult and children's toilet facilities. There is a small enclosed outside play area. The nursery is situated in the centre of Wandsworth, South West London. It serves the local and wider areas.

A maximum of 63 children may attend at any one time. The nursery is open from 07:30 until 18:30, 5 days a week all year round, with the exception of one week over Christmas.

There are currently 57 children from 3 months to under 5 years on roll. This includes 9 children who receive funding for nursery education. The nursery currently supports children with special needs. There are no children at present who speak English as an additional language.

Twenty full-time and eight part-time staff work with the children. Over a half of the staff team have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The nursery receives support from the local Early Years Development and Childcare Partnership (EYDCP). The nursery has completed Quality Counts assurance with the National Day Nursery Association.

French, dance and drama lessons are provided by specialist tutors.

How good is the Day Care?

Eveline Day Nursery provides satisfactory care for children. The premises are warm and welcoming environment for children. Staff give good attention to children's safety on the premises and on outings. They follow good hygiene procedures and

help children develop good practice. Children's individual dietary needs are respected.

There is a good range of play materials but they are not always well presented and organised effectively to stimulate children's interest and learning through play. Staff have a caring approach to children. They know the children well and there is good interaction between them and the children. The children are settled and are encouraged to develop their confidence. Staff are child focused and they assist children with activities and join in with their play. Children are not always given clear behaviour boundaries or encouraged to negotiate with each other within their groups.

Staff give good attention to meeting babies needs and provide them with a range of play materials and activities. There is a good emphasis on equal opportunities throughout the nursery and 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 and they have effective systems in place to support children.

Staff work well with the parents and share information on a daily basis and through newsletters. Staff complete achievement record books on each child, which they share with parents. Parents' questionnaires indicate that they are happy with the standard of service provided. Record keeping systems are detailed and well organised. Policies and procedures are made accessible to parents.

What has improved since the last inspection?

Since the last inspection systems have been put in place to record the arrival and departure of children and any physical intervention to manage children's behaviour. Systems are in place to obtain parents consent prior to medication being given and an appropriate record is kept of medicines administered. The outings procedure has been revised and children are now taken on regular local outings.

What is being done well?

- There is good interaction between staff and children. Staff know the children well and have a caring approach towards them. When children go to sleep staff ensure that children have their comfort toys and blankets.
- Staff build up good relationships with the parents. Parents receive regular newsletters and information about activities. Staff put together an excellent record book of achievements on each child. They contain photos of the child doing different activities, children's painting, drawings, foot and hand prints and observations and a copy of the child's six monthly progress report. This is given to parents when completed.
- Staff have a good understanding of health and safety issues and good systems are in place to ensure children are safe in the premises and when on outings.

- Staff have a positive attitude to caring for children with special needs. They work closely with parents and relevant agencies to ensure that children receive appropriate support.

What needs to be improved?

- the presentation and utilisation of all play materials and equipment in order to support children's development and learning through play
- the planning and the organization of the day, so children are not expected to sit for too long and there are enough resources available to keep children interested and occupied
- staff management of children's behaviour, including staff setting clear boundaries

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

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
2	improve the planning and the organization of the day, so children are not expected to sit for too long and there are enough resources and activities available to keep children interested and occupied
3	ensure that play materials and equipment are easily accessible to children and are presented in an attractive manner to promote children's learning through play.

11	improve staff awareness of how to manage children's behaviour effectively, including setting clear boundaries for children's behaviour
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Eveline Day Nursery provides acceptable nursery education overall, but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses.

Teaching has significant weaknesses, which impacts on the progress of more able children. Generally staff have positive relationships with children and they plan a range of activities to encourage children's independence. Most activities enable the three year olds to follow their interests and, children's knowledge and understanding of the world, physical and creative development are encouraged generally well. However, there are times when staff do not effectively manage children's behaviour, and this impacts upon children's ability to concentrate and learn new skills. Although staff make the best of the limited space available, resources and activities are not organised effectively to fully extend learning and challenge children.

Staff have an understanding of the six areas of learning and plan activities accordingly. They are aware of the progress children are making through undertaking detailed observations of what children can do. However, insufficient use is made of this information to plan what children need to learn next. Children with special needs are given good individual support.

Leadership and management has significant weaknesses. Team meetings encourage effective communication and help staff work together, sharing information about the activities and children's progress. However, there is not sufficiently rigorous monitoring of practice and evaluation of the quality of teaching. Some staff are not confident in using the system for planning activities.

Partnership with parents is generally good. The manager and the staff make time daily to communicate with parents. Regular newsletters and a notice board keeps parents well informed of events and activities and, parents are invited to share information about their child's progress.

What is being done well?

- Children with special needs are given good levels of support. Staff work closely with parents to discuss how best to plan and organise the day so that children are included in activities and are also given one to one attention when necessary.
- Staff make useful observations of children's progress, keeping records, photo evidence and annotated notes. These are shared well with parents on a daily basis.
- Children enjoy and benefit from outings to the local community. They observe

features of their local environment, find out about and use places like the museum and the library.

- Parents are kept well informed of the activities taking place and their child's interest. Their views are valued and respected.

What needs to be improved?

- staff's ability to effectively manage children's behaviour
- the effectiveness of the curriculum planning, so that staff use the information they know about children's progress to plan more challenging activities, which fully extend children in all areas of their learning
- the organisation of resources, time and activities, so that children experience a more stimulating and challenging learning environment which fully meets the needs of all children
- the systems to effectively monitor and evaluate the quality of teaching
- the opportunities for children to measure using every day resources, and to mark make for a variety of purposes

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children show good levels of personal independence, taking themselves to the toilet, washing hands and putting on coats. They have developed strong friendships with one another, and seek out their best friends to play games based upon their own experiences. They show excitement when playing in the garden and when singing songs. However, there are times when they are not sufficiently helped to show interest in the activities and resources and, they are not always assisted to be well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children have well developed vocabulary and they enjoy talking about their home life and significant events. They freely access books and some children listen well during story time. More able children are beginning to recognise their name in print and, a few children enjoy mark making at the writing table, with some able to form recognisable letters. Mark making is not encouraged for a variety of purposes. Children struggle to hear and concentrate during circle time.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are able to count confidently to ten and above, as they help the teacher to count each other when they stand in a line. Some numbers are displayed in the garden, and a few children are able to recognise these well. Puzzles and construction resources are used by children to assemble and build, and water play encourages their awareness of volume. There are insufficient opportunities for children to measure everyday objects and be extended in their mathematical thinking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy looking at the interest table and, can observe objects through a magnifier. They plant a range of seeds and observe them growing over time. They enjoy going out into the local community, observing changes in the seasons and visiting the local museum and library. Meaningful festival celebrations raise their awareness of beliefs and cultures, as they taste food and undertake related cooking and craft activities. Children's design and making skills are not always fully extended.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy running around the garden, changing direction and chasing each other. They manoeuvre bikes and cars successfully around one another, showing awareness of safety. The climbing apparatus is used well, but does not provide sufficient challenge for more able children. Children develop awareness of the effects of activity on their body, as they jump up and down to keep warm. They mould dough, pour water and sieve sand. They use tools to paint, glue and cut with increasing control.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy painting a large cardboard box to their own design. When they play with the box later, they show good imagination as they pretend it is a shop, and then a boat. They express themselves well and initiate play based upon their own first hand experience. They enjoy singing a range of songs and they do drama once a week with a drama teacher. The role play area is not well organised and has limited resources to fully extend the children' creative development.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- take steps to improve staff's ability to manage children's behaviour, and revise systems to enable more effective monitoring of practice and evaluation of the quality of teaching
- improve the effectiveness of the curriculum planning, so that children experience more challenging activities which fully extend all areas of their learning
- improve the organisation of resources, time and activities, so that children experience a more stimulating and challenging learning environment which fully meets the needs of all children
- provide greater opportunities for children to measure using every day resources, and to mark make for a variety of purposes

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.