

# Dulwich Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY286811  
**Inspection date** 06/09/2010  
**Inspector** Teresa Elknigton

**Setting address** Chancellor Grove, West Dulwich, London, SE21 8EG

**Telephone number** 020 8761 6750  
**Email** dulwich@asquithcourt.co.uk  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Dulwich Day Nursery is run by Asquith Court Nurseries Limited. The nursery opened in 2004 and operates from a converted church building and is situated in West Dulwich, London. The premises are on two levels and comprises of four playrooms, children's toilet and washing facilities, main kitchen and milk kitchen, staff facilities, laundry room, one office, a family room and two outdoor play areas. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks per year.

A maximum of 86 children may attend the nursery at any one time. There are currently 62 children aged from three months to under five years on roll. Of these, six children receive funding for early education. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 28 members of staff. Of these, 17 hold an appropriate early years qualification and seven are working towards a recognised early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a fully inclusive and welcoming environment where the staffing team recognise, support and value each child as an individual. Children play happily in a child-friendly setting where they are able to make choices, which promotes their independence as they access a good range of appropriate learning opportunities. High emphasis is placed on children's health and safety throughout the setting. Partnerships with parents is a particular strength, which enables a strong cohesive approach, ensuring that parents are equal partners in their children's care and learning. Well-focused plans for self-evaluation and improvement enable positive outcomes for children at all times.

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

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- ensure that information regarding contact details of the regulator is clearly displayed.

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

High emphasis is placed on children's safety. Staff have an exceptional understanding of safeguarding children, which is supported by thorough policies, procedures and staff's attendance of child protection training. A rigorous recruitment, induction and vetting process is in place, which ensures that staff are suitable to care for children. Training needs of staff are clearly identified through annual appraisal systems. The setting undertakes thorough risk assessments to ensure that the building, equipment and resources are safe and fit for purpose, which is highlighted through the use of a traffic light system. This ensures that staff are fully aware of the potential hazards and enables them to minimise risks, which secures children's safety at all times. High standards of cleanliness are maintained throughout all areas of the nursery. Staff have a thorough understanding of relevant procedures, therefore, children's good health and well-being is promoted at all times, for example, individual bedding is used for cots, children's allergies are fully supported and staff act swiftly in the event of an accident or a child becoming unwell. Required records are in place and confidentiality is maintained, however, contact details of the regulator are stored in the policies folder and are not clearly displayed.

The nursery has a strong commitment towards continuous improvement, which is shown through the use of self-assessment which clearly details target plans for the future improvement of the nursery. A team of experienced childcare professionals work effectively together. They deploy themselves well, which ensures that all children are fully supported. Available space and resources are well organized which creates a stimulating and rich learning environment, enabling children to thrive in a nurturing atmosphere. Children learn the value of a diverse society and are encouraged to acknowledge each other's abilities and views, as a result, children develop a positive attitude towards diversity. The nursery fully supports children with special educational needs and/or disabilities and for whom English is an additional language. Good links are made with external agencies to ensure that specific needs of individuals are highlighted and met.

High emphasis is placed on the partnerships with parents. There are excellent opportunities for sharing of information prior to children's attendance at the nursery. Quality time is spent getting to know the children as individuals through stay and play sessions and the implementation of the 'Incredible Learning Journal' which are used to gather information as to milestones reached, which provides a basis for future development of the children. Parents have access to a wealth of information; policies and procedures are readily available, an interactive notice board provides regular updates about the nursery and room notice boards clearly highlight information about routines of the day. Parents have access to website, a well-presented prospectus and regular newsletters.

Parental input is highly valued. For example, they have many opportunities to provide feedback on the nursery through the completion of questionnaires and discussions with nursery staff. This provides valuable information in evaluating the effectiveness of the nursery and customer satisfaction. An equal partnership to learning and care is fully adopted. Parents receive either daily written or verbal feedback highlighting events through the day. In addition, formal parents' evenings and open days are held to enable the exchange of information as to

achievements and progress of development at home and at nursery. Opportunities for parents to extend and support children's learning within the home are provided through the use of 'story sacks', which supports and enhances a partnership approach to learning.

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

The nursery has a good understanding of the Early Years Foundation Stage and of how young children learn through first hand experiences and play. The use of observation and assessment is good, although planning for children's next steps in their learning is not clearly signposted. Children are very happy and well settled within a friendly and nurturing environment. They are at ease and secure with staff and readily seek reassurance and assistance when needed, for example, younger children happily approach staff for cuddles and support, while older children ask for help when pursuing their chosen activities. Children have access to a wide range of attractive play resources, which are easily accessible, helping children to make informed choices about their play, allowing them to follow their interests and desires. Space is organised well, to allow children to move freely with confidence in their chosen learning experiences both inside and out, where they spend sustained periods of time in their chosen activities. Staff are skilful in adapting activities and providing one-to-one support, to enhance and extend children's learning further. Children's independence is well fostered through all activities and routines that they undertake, for example, the provision of a rolling snack bar enables children to choose their chosen snacks as they wish.

Good behaviour management strategies are in place which helps children to understand the importance of working harmoniously within the group, consequently, children behave very well; they show kindness to each other and are willing to cooperate and share. Children are constantly praised for their efforts across the whole of the nursery. Children have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own, which is well supported by activities, resources and displays of positive images which are seen throughout the nursery.

Children are actively encouraged to adopt healthy lifestyles. They have access to newly developed outdoor play areas, which encourages the development of large muscle movements and promotes their awareness of the importance of daily exercise. Children follow good hygiene routines, which is supported by the use of pictorial reference to encourage good hand washing routines, alongside well-positioned foam sanitiser dispensers which are actively used by the children, parents and staff, ensuring that cross infection is kept to a minimum. Staff show vigilance in their hygiene practices, for example; clear nappy changing procedures are followed, shoes are removed when going into the baby room. Children enjoy a varied and balanced range of freshly prepared meals. High emphasis is made to ensure that children's individual dietary needs and preferences are fully recognised.

The setting promotes outcomes for children well. The youngest children in the nursery play confidently with a good range of equipment which allows them to develop their coordination, mobility and stimulate the use of their senses.

Children's language development is encouraged in an age-appropriate way, as children of all ages are engaged in conversations, constantly spoken to encourage their early communication skills and asked questions to extend thinking. Children have good opportunities to enhance their mark making and early writing skills through play. Children's creativity is actively encouraged throughout all areas of the nursery. Children enjoy using a range of malleable materials and have access to musical instruments and role play areas to promote and enhance their creative flairs. In addition, children's understanding of number and their knowledge and understating of the world are promoted throughout their learning experiences, for example, the use of the interactive white board helps children to use number games and become accustomed to using information technology equipment. Throughout the nursery, opportunities are in place for children to acquire skills and develop their abilities which ensures that all children are prepared well for their future development and learning needs.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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](http://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

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