

Dicky Birds

Inspection report for early years provision

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Inspection date	12/10/2010
Inspector	Martha Darkwah
Setting address	Dicky Birds Nurseries, 62a Claremont Road, SURBITON, Surrey, KT6 4RH
Telephone number	0208 390 5466
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Dicky Birds Day Nursery, Surbiton is one of six nurseries owned by Dicky Birds pre-school Nurseries limited. It opened in February 2006. The setting operates from a purpose built two storey building within a residential area of Surbiton, which is within short commuting distance of Kingston town centre. There are three main base rooms; babies; toddlers; and pre-school. The baby room is based on the first floor. The pre-school is on the ground floor. Toilets, nappy changing and sleep rooms are integral to all three rooms and there is a secure outdoor play area. There is a kitchen and laundry, office and staff room. The ground floor is accessible to wheelchair users and there are toilet facilities available to meet the needs of disabled users.

The nursery is registered to provide a maximum of 56 places for children in the early years age group; of these, not more than 25 may be under 2 years at any one time. The nursery is registered on the Early Years Register. The nursery is located in Surbiton area of the London Borough of Kingston upon Thames. The nursery follows elements of Steiner educational ethos. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery opens at 8:00 am and closes at 6:00 pm every weekday for 51 weeks in the year, closing only for one week over the Christmas period. There are 18 members of staff including the manager all of whom have an early year's qualification. There are currently 54 children on roll in total and 12 are in receipt of education funding.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a particularly welcoming and child centred environment, which ensures that they are secure and happy. Exemplary practice across the areas of the nursery ensures the staff team promote all aspects of children's learning and welfare. Staff members working with all age groups are qualified or working towards a qualification with experience and knowledge and are devoted to the wellbeing of the children in their care. The provision for inclusive practice is good and the unique qualities of every child are highly valued and respected. The provider and staff accurately evaluate the quality of the provision for children in the setting and the steps they take to implement improvements are effective and ongoing. Thus ensuring improvements are continually made and the nursery offers the highest standards of practice.

What steps need to be taken to improve provision further?

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

- ensure that visual number provision indoors and outdoors environment is extended

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded due to the excellent systems that are in place to protect them. Robust procedures are in place which ensures that those working with the children are suitable to do so. Comprehensive risk assessments of the setting and outside areas are carried out daily to ensure that children can play safely. Staff members have a secure knowledge and understanding of child protection issues and those responsible for safeguarding are suitably trained. Children's welfare is paramount; the nursery keeps accurate records and implements a wide variety of regularly reviewed policies and procedures.

The managers and staff are working hard to ensure that their provision is continuously improving. Staff team work with their managers effectively to evaluate their work and together they identify their training needs.

Strong partnerships are established with parents and carers, who all receive a daily information sheet and verbal feedback regarding their child's care. There are exceptional systems for obtaining information which enables the staff to provide for the individual needs of each child. Detailed progress reports are completed and parents are invited in for regular reviews. They are warmly encouraged to be fully involved in their children's learning. As a result, parents' and carers' feedback is unreservedly positive about the quality of care received by their children. Excellent links have been established with early years professionals; ensuring children's individual needs are consistently recognised, planned for and addressed. Parents representatives organise a range of social evenings these events are very popular and well supported by all.

The nursery's self-evaluation is accurate and comprehensive, and is seen as an ongoing exercise. The management and staff team are fully committed to making continuous improvement and this makes a significant impact on enhancing the learning programme. Staff members carry out regular evaluations on all areas of practice and parents are also encouraged to add their ideas. Older children have their own regular risk assessments on special activities such as sewing and woodwork. Children and parents can freely express their views regarding their likes and dislikes in the nursery. Their opinions are valued and when possible changes are implemented.

The promotion of inclusive practice is good. Staff members are highly intuitive with all children and respect their individual preferences. For example, staff recognise when an anxious child seeks reassurance by offering their special comforter or a cuddle. The key person system is effective as staff know each child very well. They

tailor the daily routine in order to cater for each child's welfare needs.

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

Children are making good progress within the Early Years Foundation Stage from their starting points. They are supported by a team of well qualified staff, who have clear understanding of how children develop and learn. Staff members make systematic observations and assessments of each child's achievements, interests, learning journey and the next steps of development. Staff members match their observations on children to the early learning goals.

Children have uninterrupted time to really consolidate their learning and explore activities, and develop their imagination and natural curiosity. Children's own ideas and views are clearly listened to, acknowledged and respected. These are incorporated into the individual planning of the curriculum. The staff utilise all available space both inside and out highly effectively in order to promote all areas of learning and development. Older children enjoy free flow to outside and younger children and babies experience the outdoors frequently throughout the day. Children have the opportunity to participate in an abundance of exciting activities. For example, older children thoroughly enjoy exploring the medium, skills and techniques, of sewing and wood work activities in an inclusive environment. This enables children to manage risks and problem solve whilst establishing an awareness of themselves and others. Ladders used positively to display art work and notices.

Children's art work is varied and colourful and made according to their own ideas. Staff members speak clearly to the children and they extend their vocabulary at every opportunity. Children select books to share with staff and through stories and discussions they learn the names of animals, parts of the body and colours. For example, children enjoy going on a bear hunt using different textures to make story come alive whilst enacting the story round the garden using realistic props in play house. They excitedly run round the garden through an imaginary snow storm and 'swishy washing' their way through an imaginary river.

Staff members skilfully create an indoor and outdoor environment that gives children time to play and encourages them to exercise their imagination and learn to develop ideas from within themselves. Simple homely tasks and artistic activities to both do and see are balanced with story telling, singing games and generous play times. A rich supply of natural materials provides children with much scope for imagination in play both indoors and outdoors. For example, they mix dough and add different medium to vary the textures and various colours and different scents to explore with all their senses.

Due to the excellent deployment of resources indoors and outdoors, there are extensive opportunities for children to see and use writing for a purpose, as well as effective labeling in the setting, children are making good progress in their communication, language and literacy skills. Older children can identify their name

card and attach it to the wall display. There are numerous opportunities for children to develop mark making both inside and outside. Children use mathematical language in their play. They are becoming proficient in counting and staff use mathematical language in everyday routines to support children in understanding concepts such as size and shape. However, visual number provision indoors and outdoors environment is not comprehensive. Real life experiences such as nature walks and visits to purchase groceries within the local community, digging for worms, bugs and monitoring the growth of the nursery plants enable the children to learn through play.

Children make choices and are highly imaginative in their play which is expertly supported and enhanced through staff input. Staff team make good use of the local area to extend children's knowledge and understanding of the local community. For example, they enjoy regular visits to the local swimming pool, tennis ballet and Dean City Farm. Visitors to the nursery promote children's understanding of people and their jobs within the community and a positive attitude to people's differences.

Children's health needs thrive due to the outstanding practices within the nursery. They are involved in a comprehensive range of purposeful activities to promote a healthy lifestyle. Children enjoy an excellent variety of very healthy and nutritious 'home-cooked' meals provided by the chef.

Children are developing good attitudes towards healthy eating because the food that is offered is tasty, nourishing and wholesome. The appetising smells that waft through from the kitchen attract the children's interest and most of them eat well. They demonstrate their growing independence when they pour out their own drinks, choose their snacks and eat their meals with little assistance.

Meals and snack times are remarkably sociable occasions when children sit round the attractively organised tables sharing the day's menu and health information together as they quietly chat about their day. Their full independence is promoted very well according to their age and stage of development. For example, at lunch time children served their meals on plates and the staff team encourage them to pour their own drinks. Detailed health and dietary information is obtained from parents which enables staff to offer the appropriate level of care and protect children from being exposed to foods which may affect their well-being. Additional measures in place ensure that potential human error in its application is significantly reduced.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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

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