

Dee's Day Nursery (Wimbledon) Ltd

Inspection report for early years provision

Unique reference number	EY306334
Inspection date	30/09/2010
Inspector	Linda Close

Setting address	2 Mansel Road, London, SW19 4AA
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Type of setting	Childcare on non-domestic premises
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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.

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Description of the setting

Dee's Day Nursery (Wimbledon) Ltd. was registered in 2005 under the current ownership. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides 40 full day care places for children aged three months to five years of age. There are 70 children on roll at the time of this inspection and the children attend for a variety of sessions. Approximately 25% of the children attending are learning English as an additional language or they hear other languages spoken at home. None of the children on roll at the present time have identified learning difficulties.

The nursery is open from 7.30am to 6.30pm every weekday throughout the year apart from bank holidays and a one week closure at Christmas. The setting serves the local and wider community. The manager and 12 members of staff work with the children. A member of staff carries out administrative duties and a dedicated cook is employed to prepare meals on site. In addition there is a Music and Movement teacher who visits to provide activities for the younger children and a visiting French teacher who leads lessons for older toddlers and pre-school children. There are two members of staff who hold National Vocational Qualifications (NVQ) at level 2 and seven staff are qualified to NVQ level 3. A member of this staff team has attained a foundation degree and is currently working towards a BA(Hons) degree in Early Childhood Studies and the nursery manager is also on a degree course

The nursery is located in a side road close to the centre of Wimbledon. The local authority is Merton. The setting takes place on the two lower floors of a large house. There are four adjoining play and sleep rooms on the lower ground floor for babies and younger toddlers and a further three adjoining play rooms on the ground floor for older toddlers and pre-school children. Children have the daily use of an enclosed garden area at the rear of the nursery for outdoor play. Access to the ground floor is via a short flight of steps and there are several steps to be taken down to the lower ground floor and to the garden area.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are greeted with affection by members of the staff team. Staff have a generally good knowledge of each child's achievements and learning needs although in some rooms this information is not always recorded promptly to provide a sound base for activity planning. The setting has established generally effective working partnerships with children's parents and the information that they share each day helps the adults to work together to promote children's welfare successfully. The setting works well with local authority advisory staff which helps the staff to provide any additional support needs. The manager evaluates most aspects of the provision for children effectively and she makes appropriate plans for development and ongoing improvement. However, the contingency planning for unexpected staff absences at the beginning of the day is

unreliable. The current system of student induction and monitoring the work of students is not wholly effective.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Review and improve contingency plans to ensure that staffing ratios meet requirements at all times 14/10/2010
- ensure that space requirements are met at all times for all age groups to promote children's comfort 14/10/2010

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

- improve the induction procedure for students and monitor their work more closely to ensure that children are safe at all times
- improve systems of monitoring planning in rooms for children over 2 years to ensure that activities are clearly linked to children's identified learning needs

The effectiveness of leadership and management of the early years provision

The manager holds up to date information which shows that the majority of staff have suitable clearances which demonstrates their suitability to work with children and staff are supervised if their clearances are yet to arrive. She also has records of clearances for students on work experience placements in the nursery. The manager ensures that visitors to the setting sign in and out and that they are not left unsupervised. The recruitment procedure also ensures that staff undergo appropriate suitability checks. Nursery staff are aware of child protection matters and they are ready to share concerns with the manager if there is a need.

Overall the children are kept safe in the nursery through daily visual safety checks and regular on site risk assessments. Risk assessments for outings are currently being revised and improved to enhance children's safety. However, the staff are not always sufficiently vigilant in relation to supervising the work of students whose knowledge and understanding of safety issues is not fully supported by a thorough induction.

The providers and the manager actively encourage staff to attend useful training courses to improve their work with children and for their own professional development. Evaluation of the nursery's provision for children enables the manager to ensure that there is a first aider on site at all times and places on refresher courses are planned for those whose certificates have expired. The manager has taken appropriate steps to meet recommendations for improvement that were identified at the last inspection. Evaluation of the provision has not

highlighted weaknesses in contingency planning for staff shortages or the unsuitable grouping of children first thing in the morning when staff numbers are sometimes lower than they should be.

The range of toys, equipment and resources meets the needs of the children in each age group. All rooms are arranged so that the children can make choices and decisions about what they would like to play with. Staff keep the toys clean and the children help to put them away which promotes their independence and fosters respect for their nursery environment.

Parents express their trust in the nursery staff and they say that their children are happy and making progress. Most parents know who their child's key person is and they are aware that they can ask to see their child's achievement records at any time. However, in practice parents say that they are content to exchange news with staff verbally and to share their child's records at twice yearly formal meetings. Newsletters are prepared for parents although this is delayed a little this term. A display of information about staff is currently being refreshed with up to date details. Parents sometimes contribute to nursery activities by bringing their knowledge to multi-cultural events or by telling children about their work.

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

The youngest children show that they feel safe in the way that they leave their parents with little upset. They hold up their hands to be lifted up and cuddled by the staff and they calmly co-operate when their nappies are being changed or when they are settled into their high chairs for lunch. Younger and older toddler groups also demonstrate their contentment in the way that they smile at the staff, play with their friends and settle easily to rest in the afternoon. Pre-school children are confident and well able to express their wishes. They ask staff for things that they want to play with and their behaviour is very reasonable. Staff manage children's behaviour in all rooms very well. They are firm but kind and they help children to understand that they are expected to share, be fair and take turns.

A dedicated cook prepares a good range of healthy meals on the premises and the children eat very well. All but the very youngest babies feed themselves and they are fiercely independent. The cook is very eager to know how well children are enjoying their meals and she visits each room to see what they like and if there is anything that they dislike. Her kitchen is clean and fresh and her meals are very well received. Children are provided with fresh drinking water throughout the day and their snacks are fresh fruits. They are taken out into the outdoor area for energetic play and a visiting teacher leads the youngest groups in music and movement activities which they take part in with enthusiasm. Children's good health is promoted through the provision of clean bedding, clean floor surfaces and clean toys.

Staff identify overall learning intentions for the children in each room for the week ahead linked to the six areas of learning. They observe the children and make brief

notes of their achievements. In the rooms for younger children the progress files are kept up to date and the information about achievements and subsequent planning for progress is current and pertinent. In the rooms for older children this is not always the case. As a result, planning does not focus sharply enough on what the older children need to learn next.

Overall the older children are developing appropriate skills for their future learning. They are often involved in worthwhile matching, sorting and counting activities and table top games that help them to learn as they play. They shake dice, count spots and spaces and move their counters accordingly. Some children can count up to 10 accurately. They enjoy story time and sharing books and they communicate freely with the staff who speak to children clearly and teach them new words. The children express their thoughts and ideas with growing confidence. The nursery has a modern computer for children to develop their IT skills but it awaits repair and consequently it is not in use at the moment. Children have digital cameras that they can use and link to the computer to view their pictures.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Met