

Eveline Day Nursery (Geraldine Road)

Inspection report for early years provision

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Inspector	Lorna Hall
Setting address	East Hill United Reformed Church, Geraldine Road, Wandsworth, London, SW18 2QL
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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

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 six 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 of these, not more than 39 may be under two years at any one time. There are currently 87 children on roll, of whom 49 children are over two and 38 are under two; some children attend on a part-time basis.

The nursery is open from 7.30am until 6.30pm, five days a week all year round, with the exception of one week over Christmas and bank holidays.

Some of the children are in receipt of funding for nursery education and the nursery supports children who have special educational needs and English as an additional language.

The nursery employs 28 members of staff, most of whom have early years qualifications to NVQ level 2 or 3. The nursery receives support from the local Early Years Development and Childcare Partnership (EYDCP). The nursery has completed Quality assurance with the local borough.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A thorough knowledge and understanding of how children learn makes sure that most children make good progress in their learning and development. Children are successfully safeguarded because members of staff have extensive training. There is a strong emphasis on working in partnership with parents. Equally effective links with others are well established to ensure the smooth transition from nursery to school and to support and raise money for those less fortunate. Children are well behaved because they are usually engrossed in interesting and stimulating learning activities. Children are safe and adopt a healthy lifestyle. However, the arrangements to change children's nappies are not always consistent with the generally high hygiene standard.

What steps need to be taken to improve provision further?

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

- ensure the arrangements for nappy changing are consistent with the generally high standard of hygiene
- ensure learning journals for all the children under two clearly show how staff use observations and assessments to plan for the next step in their learning.

The effectiveness of leadership and management of the early years provision

Children are successfully protected because staff have excellent knowledge and understanding of safeguarding issues. There is comprehensive awareness of how to identify, record and report safeguarding concerns. Additionally, children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new practitioners. Rigorous risk assessments are carried out by an external company and the leader carries out and records daily assessments. Children are extremely well behaved because they are engrossed in stimulating and interesting learning activities and they build excellent relationships with adults. They take responsibility for their behaviour and contribute to the ground rules. These rules are displayed on their level in text and pictures.

There is an exceptionally strong emphasis on working in partnership with parents and the leader goes the extra mile to ensure parents are fully informed about their children's progress. In addition, parents receive comprehensive information about the curriculum and business arrangements. There are planned times to meet with parents to discuss their children's progress. Parents are full of praise and admiration for the excellent service they receive. Equally effective links and well-established, multi-agency links provide extensive access to specialist resources, such as support from the advisory at the Early Years. Effective links exist with parents and their children's key person ensures that parents fully understand how their children spend their time. They also ensure parents provide the correct information to successfully meet the needs of all children and promote their welfare. In addition, newsletters and notice boards are some of the ways parents can access information.

Children learning and development is enhanced by excellent links with others such as local schools and staff from the local school visits the nursery as a way to ensure the smooth transition from nursery to school. To show their commitment to narrowing the gap for disadvantaged groups in the local borough, the nursery took part in the borough's initiative to improve the opportunities for certain groups. So they could access communication, language and literacy resources. Through training staff were able to develop new teaching methods and improve the resources in this area. The nursery regularly takes part in local and national charity events and raises money to support the less fortunate in society.

There is good support for children and families who have special educational needs and staff have attended appropriate training so they can identify and liaise with the correct childcare agency.

The leader is motivated, enthusiastic and leads a committed staff team who works

extremely well together. To demonstrate the leader's commitment to staff's personal development, each member of staff has a training journal to record their training and also to plan for further training. Spontaneous and on the job training provides great opportunities for the leader to support staff. Additionally, regular team meetings are held and staff have individual supervision and appraisals to ensure they keep up to date with changes and access appropriate training, internal or external.

The self-evaluation involves others and reflects rigorous monitoring of what the nursery does well and what needs to improve. As a result good progress was made in addressing all the recommendations made at the last inspection. The vision of the nursery is consistently communicated to staff and parents in a variety of ways. Through this process of constantly seeking ways to further improve the high quality care and learning offered, the leader demonstrates an outstanding capacity to maintain continuous improvement.

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

Children are motivated and interested in a broad range of activities. Resources indoors and outdoors are expertly organised so children can initiate their play and get maximum enjoyment in their learning. For example, areas of learning are easily identified and well resourced.

Babies are secure and confidently explore and investigate the resources repeatedly, such as pressing buttons and shaking toys. They respond positively to pictures, songs and words and show persistence as they mimic sounds they hear. Staff value children as individuals and know each child and their family background. Children with linguistic diversity are fully supported to access resources printed in their first language and parents provide simple words for staff to use.

Staff working with the older children are skilled at identifying gaps in their learning and set appropriate targets. For example, they plan daily for children who have irregular attendance.

Children are well supported as practitioners are effectively deployed indoors and outdoors. For example, additional staff are employed to ensure routines, such as lunch, cause minimal disturbance to the children's learning and enjoyment. As a result meal times are used to enable the children to develop skills for the future as they help to set the tables. This activity also provides opportunities for them to consolidate their mathematical knowledge. Children work harmoniously especially during large group activities.

Children think critically and use a range of shapes and magnets to recreate beautiful patterns. They enjoy and achieve because staff seize opportunities to extend their learning. For example, during story time children use words such as 'scary' to describe what they can see.

Children develop a good understanding of the world around them, as they engage in digging and planting daffodils. The daffodils are sold to raise money for charity. This enables the children to understand the needs of others in society. Visitors from the emergency service such as the police also promote their understanding of the roles of adults who help us.

Daily opportunities for older children to use the computer greatly promote their understanding of information technology as a means of communication.

Observation and assessment records for the older children are consistently up to date and stretching challenges are set for all children. Staff clearly describe the next step in children's learning and ensure the information is communicated to other staff to ensure consistency. Parents receive comprehensive information about their children's learning in relation to the early learning goals. There are lots of opportunities for them to contribute to their children's learning at home and report back to staff. Older children have weekly reading books as their homework and a reading record for parents to complete. Where possible staff use the information parents provide to plan and extend activities based on the children's interests. However, learning journals for some of the children under two lack information about how staff plan for the next steps in their learning.

Children have interesting opportunities to engage in a wide range of interesting physical activities as part of a healthy lifestyle.

Older children develop and adopt healthy hygiene habits and babies are content and settled because their physical and dietary needs are met. They enjoy healthy and nutritious meals which are freshly prepared by the cook. Parents receive comprehensive information about the care and exclusion of children who are ill and stringent procedures in place to ensure children receive the correct treatment in an emergency and that medication is administered correctly. Staff generally observe good hygiene and wear aprons when they serve food and use antibacterial fluid to cleanse their hands after activities. However, the arrangement for staff to change nappies are not always consistent with the generally high standards of hygiene.

Children's understanding of safety is demonstrated through their play as they observe traffic signs and skilfully park their bikes in numbered bays. Staff are vigilant about children's safety especially outdoors and carry essential documents such as the register when they are in the garden with the children. The fire drill is practised regularly with the children and effective fire detectors are fitted. Rooms are well organised with low-level dividers to enable children to move around safely. Labels and text are used to remind the children how to walk safely down the stairs.

The learning environment is laden with beautiful resources such as books, small world people, children's art work with flags and artefacts from other cultures. This promotes the children's understanding of diversity and differences in a positive way.

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	1

The effectiveness of leadership and management of the early years provision

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