

# Dicky Birds Nursery

Inspection report for early years provision

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**Unique reference number**

EY229780

**Inspection date**

01/03/2011

**Inspector**

Lorna Hall

**Setting address**

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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*.

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## Description of the setting

Dicky Birds Day Nursery was registered in 2002 and is registered on the Early Years Register. It operates from a purpose built building in Wimbledon opposite Dundonalds Park. There are three large classrooms with children being separated according to age. There is a garden suitable for outdoor play.

A maximum of 40 children may attend the nursery at any one time, of these no more than 36 may be aged under two years. They are currently 86 children on roll. The nursery is open Monday to Friday between 8am and 6pm. 51 weeks of the year. Full-time care is offered.

The nursery receives funding for the provision of free early education to children aged three and four. It also supports children with special educational needs and/or disabilities and also children who have English as an additional language.

The nursery employs 17 members of staff most of whom have early years qualifications to National Vocational Qualification level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery practitioners have a thorough knowledge and understanding of how children learn and provide a stimulating range of learning opportunities. Children are supported children well and as a result make good progress in their learning and development. Children's welfare is effectively safeguarded because staff recruitment is robust, staff training is extensive and most required records are well maintained. The nursery has highly positive relationships with parents/carers and partnerships with other providers, organisations and services are well established and make a strong contribution to children's achievement and well-being. Children are well behaved because they are usually engrossed in interesting and stimulating learning activities. Children are safe and adopt a healthy lifestyle.

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

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

- keep a record of accidents (safeguarding and promoting children's welfare) 01/03/2011

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

- improve activity plans to clearly show the next step in the children's learning

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

Staff have an excellent knowledge and understanding of safeguarding issues. They have a comprehensive awareness of how to identify, record and report any safeguarding concerns, so as to protect the children in their care. Additionally, children are safeguarded by extensive recruitment and vetting procedures, and the effective induction of new members of staff. Rigorous risk assessments are carried by the maintenance person. In addition staff carry out daily risk assessments. Most of the required documentation for the safe and efficient management of the nursery is up to date and meets requirements. However, records of children's accidents are not recorded. All 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 nursery 'ground rules'.

Resources indoors and outdoors are expertly organised so children can access them easily to initiate their own play. All areas of learning are effectively promoted within the children's learning environments and children are able to move freely between different areas, as they wish. Observations and assessments are used to inform planning. Records do not always clearly show identified next steps for children's individual learning and do not help staff to evaluate the effectiveness of planning.

There is an exemplary partnership with parents. Parents receive comprehensive information about the nursery provision and they are actively encouraged to have strong levels of engagement with the nursery. Home visits form part of the admission process. These enable staff to get to know the children and their families, to discuss children's interests, abilities and learning styles and use information gathered to help children to settle when they start at nursery. Parents receive clear information about their children's progress in relation to the early learning goals of the Early Years Foundation Stage. There are lots of opportunities for them to contribute to their children's learning at home and report back to staff. The weekly plans and other information about the curriculum are on display. Staff use the ongoing information parents provide to plan and extend activities based on the children's interests.

Staff promote equality and diversity well, creating a welcoming, inclusive nursery environment. The nursery has a designated person with responsibility to ensure children who have special educational needs and/or disabilities are fully included and supported effectively in their learning. Members of staff have a good knowledge of how to support children and families who have English as an additional language. Books, multi-cultural dressing-up clothes and musical instruments are some of the ways children learn to value diversity and differences. The nursery regularly takes part in local and national charity events to raise money to support the less fortunate in society.

Children's learning and development is enhanced by good links with others, such as other local pre-schools and schools. Through information sharing they ensure consistency of care and enhance the early years experiences children have elsewhere.

The leader is motivated, enthusiastic and leads a committed staff team who work extremely well together. The leader plays an active role in the setting and is on hand to support her staff. 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 for their own professional development.

The system for self-evaluation involves staff and service users. This provides rigorous monitoring of what the nursery does well and where it 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 and feedback sought. Through this process of constantly seeking ways to further improve the high quality care and learning offered, the leader demonstrates a good 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. Babies are secure and confidently explore, investigate and initiate their play. They enjoy and achieve because resources are effectively deployed for them to learn through repetitive play and exploration, according to their age and stage of development. For example, they enjoy organising resources in the home corner and imaginative play with dolls. They investigate simple toys by pressing buttons and they shake transparent bottles containing glitter or dried pasta, watching movement and delighting at the sounds they create, enjoying this sensory experience.

Children respond positively to pictures, songs and words and show persistence as they mimic sounds they hear. Staff are skilled at using props to sustain the children's interest especially during story time. Staff value children as individuals and know each child and their family background. Children with linguistic diversity are fully supported to access resources for themselves through effective use of labels with both text and pictures. Parents help staff to learn simple words in children's home language to aid children's communication.

Children are well supported by staff who are effectively deployed indoors and outdoors. Additional staff are employed to ensure routines run smoothly. Lunch times are enjoyable social occasions. They are used to promote older children's independence and problem solving skills, as they work harmoniously to set the tables and serve lunch.

The opportunities children have to develop skills for the future are extensive. For example, they learn to skilfully use a sewing machine to make bags and bean-bags. They put on hard hats during woodwork activities and set about using hammers and nails to join wood. The development of children's dexterity and their hand/eye coordination is a notable strength in the older children. They use resources competently to spoon and pour water, use clothes pegs and scissors safely and thread wool and ribbons through cards to follow and create patterns. Children develop a good understanding of the world around them, as they engage in national events to raise money for charity. This enables the children to understand the needs of others in society. The use of local resources such as swimming lessons at the local leisure centre and walks to local parks and shops

also promotes their understanding about services they can access. Children's progress in communication, literacy and skills relating to information and communication technology is developing well.

Children have plenty of 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. Children enjoy healthy and nutritious meals which are freshly prepared by the nursery cook. Parents receive comprehensive information about the care and exclusion of children who are ill and stringent procedures are in place to ensure children receive the correct treatment in an emergency and that medication is administered correctly. Staff observe good hygiene practice, for example, they wear aprons when they serve food and use antibacterial fluid to cleanse their hands after activities.

Children's understanding of safety is demonstrated through their play as they observe and respond to traffic signs and skilfully park their tricycles in numbered bays. Staff are vigilant about children's safety especially on outings and carry essential items with them. Stringent procedures ensure the fire drill is practised regularly with the children and effective fire detection systems are used. Children demonstrate an excellent understanding of safety in their environment and use clip boards and pictures to carry out risk assessments. Rooms are well organised with low-level dividers to enable children to move around safely.

## 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	2
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
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### 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	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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