

# Cavendish Lodge Nursery

Inspection report for early years provision

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EY413099

**Inspection date**

14/04/2011

**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

Cavendish Lodge Nursery School "Dove House" first registered in September 2010, is run by individual proprietors. Dove House is accommodated in a restored Victorian building and is located directly opposite its sister nursery Cavendish Lodge. Dove House operates from ten main rooms. The nursery also has a purpose built indoor sand and wet-play room with direct access to the garden. There is a teaching kitchen with its own vegetable growing space. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year excluding bank holidays.

The nursery is registered on the Early Years Register to care for a maximum of 85 children of whom no more than 27 may be aged under two years old at any one time. There are currently 69 children on roll who attend at various times, of these, 34 are under two years old.

The nursery employs 12 members of staff who work directly with the children, nine of whom are qualified to Level 3

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and make good progress in a well organised environment. Staff build strong relationships with both parents and children. Children are successfully safeguarded by staff who attend appropriate training and the written policies have all the required information. Linguistic diversity is valued and staff ensure resources reflect different cultures. The arrangement for children to access musical instruments and role-play resources is however, limited. Staff work well together and are effectively deployed to support the children at all times. The leader is very clear about her vision for the future but she is yet to develop formal systems for self-evaluation.

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

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

- develop formal systems for staff self evaluation
- improve the selection of resources to ensure children have daily access to musical instruments and role-play resources

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

Children are successfully safeguarded as staff at the setting have a comprehensive awareness of safeguarding issues. All the staff receive training on safeguarding issues and the process to follow if they should have a concern about a child attending the setting. Effective recruitment and vetting procedures, including the formal induction of new staff, also promotes the children's safety. All records required for the safe and efficient running of the setting are up to date and meet requirements.

There is strong emphasis on working in partnership with parents. They receive comprehensive information about both the business arrangements of the setting and the curriculum the children follow. Staff provide clear information to parents about how parents can contribute to their children's learning. The key-person system promotes the children's welfare and ensures information is passed on appropriately. Parents can also access general information from the notice board.

The setting leader and another member of staff both have appropriate training to identify and support children who have special educational needs.

Members of staff are valued, and there is strong commitment to continuous professional development. As a result, they work well together and efficiently pass on information about the children to ensure consistency in their care and learning. To show the leader's commitment to staff retention & loyalty, monetary incentive is awarded to staff for long service.

The children's learning and development is enhanced by good links with other providers and other agencies such as the local Early Years advisory team. The leader is motivated and interested and communicates her vision through meetings with the staff team. However, she is yet to develop formal system for her own self evaluation.

Resources are effectively deployed to promote the children's independence and enable them to initiate their play. The good outcomes achieved by the children are clearly attributable to good use of resources by committed staff.

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

Children make rapid progress in their learning and development by participating in a varied range of activities both indoor and outdoors. They build strong relationships with staff who support and encourage them appropriately. For example, they clearly explain to the children what they want them to do. Babies and toddlers develop the ability to problem solve as they investigate resources repeatedly; pressing buttons, fixing puzzle pieces and putting items in shape sorters. Older children know the setting routines, are confident in their play and happily make choices about the toys and resources available to them.

Children feel valued and their self esteem is promoted via the photographs of them on display that show them engaged in many different activities. Staff use effective methods to ensure all the children have equal access to the resources. Children are inquisitive and constantly ask questions about their learning - especially evident during a supervised cooking activity with the Nursery cook. However, the opportunities for children to freely access role play resources and musical instruments are currently limited.

Children who speak English as an additional language receive good support as staff use visual aids and sign language to communicate with them as their language skills develop. Appropriate toys and books along with the celebration of many different festivals help children develop a positive view of the diversity and differences within the community, and to value their own identities.

Children appear extremely polite, working well independently as well as co-operating with their peers. Observations and assessments are successfully used to identify gaps in the children learning and to chart their progress. Consequently, children's progress in communication, literacy, numeracy and other skills (especially relating to information and communication technology) is developing well. Clear explanations and opportunities for the children to ask questions at circle time help to reinforce the children's learning about the current theme and to improve their verbal communication skills.

The high quality adult interaction and exemplary organisation of routines helps the babies and very young children to gain an exceptionally strong sense of security. Staff members are extremely vigilant and use comprehensive risk assessments to record, monitor and address potential hazards. The nursery has the highest rating for health and safety from an external organisation. The main entrance is closely monitored to ensure all those entering the premises confirm their identity. 'Daily opening' checklists ensure the premises are checked as safe before the children arrive. Excellent procedures also help keep children safe during the day. For example, staff are extremely vigilant in ensuring that all children are appropriately dressed for outdoor play at all times. Highly effective evacuation procedures ensure staff can manage emergency situations. Regular evacuation drills take place at various times of the day to familiarise all children with the procedure to be followed. An easily accessible emergency evacuation bag is available.

Children play in very clean premises where excellent procedures and routines ensure areas stay clean during the day. For example, a housekeeper cleans the premises several times during the day. This minimises the opportunity for cross-infection and ensures a pleasant environment for both children and staff.

## 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	3
The effectiveness of partnerships	2
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

<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

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