

Eveline Day Nursery Schools Ltd

Inspection report for early years provision

Unique reference number	138215
Inspection date	08/06/2011
Inspector	Tracy Weight
Setting address	89A Quicks Road, London, SW19 1EX
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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

Eveline Day Nursery (Quicks Road) is one of a chain of nurseries run by Eveline Day Nursery Schools Limited. It opened in 1999. It operates from a two-storey building divided into six playrooms. There are kitchen facilities and an office downstairs and upstairs toilet facilities for older children. There is a small outdoor area and children are taken to use a public outdoor area nearby. It is situated near Wimbledon town centre in the London Borough of Merton. The nursery is registered on the Early Years Register. A maximum of 50 children may attend the nursery in the early years age range, with not more than 30 under two years, at any one time. The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 54 children from three months to under five years on roll, including some children who are learning English as an additional language. The nursery provides free education for three- and four-year-old children.

The nursery employs 21 staff. Thirteen of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a higher childcare qualification. There are also a cook, cleaner and sessional teachers for French and dance. The chain also employs an educational psychologist and health and safety officer who provide support across all its nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Managers monitor the quality of care well overall, and the staff put a strong emphasis on the provision of a warm and caring environment. As a result, relationships are good and children show they feel very safe and secure in the nursery. They behave well and make a good positive contribution to the nursery community. Children enjoy their experiences, making steady progress in their learning, although assessment systems require further attention. Staff act on the advice of outside professionals to improve outcomes for children but rigorous self-evaluation is not fully embedded in practice. Too little importance is given to the on-going professional development of staff to help drive improvement, although, overall the nursery is suitably placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve staff's knowledge and understanding of the Early Years Foundation Stage so that they are able to
- 30/09/2011

provide all children with an educational programme that will enable them to make good progress towards the learning goals

- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and assessments and using these to plan relevant and motivating experiences for each child 31/08/2011
- ensure that adult:child ratios are met at all times (Suitable people) 29/07/2011

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

- improve assessment systems, particularly for the older children, and use these to plan relevant and motivating experiences for each child, especially in regard to adult-led activities
- develop self-evaluation further, including taking more account of parents' views, in order to identify more accurately where systems need improvement, in order to better meet children's individual needs.
- develop monitoring systems further so that all staff training requirements are identified and addressed, so that they are able to provide all children with an educational programme that will enable them to make improved progress towards the learning goals .

The effectiveness of leadership and management of the early years provision

The nursery places a high priority on health and safety, and comprehensive policies provide an effective framework for staff's practice. As a result, safety and hygiene practices throughout the nursery are good overall, and exemplary in some respects. Staff ratios are generally well maintained, although on the day of the inspection requirements were not met. This was owing to staff being unexpectedly delayed; however, on this occasion it did not impact on children's safety. Robust recruitment processes help ensure that those who work with the children are suitable to do so. Staff have an adequate understanding of child protection procedures, and most are secure in the knowledge of what they would do if they had concerns.

Staff have a very caring attitude towards children and the keyworker system is effective in enabling children to build strong relationships with trusted adults. Staff manage behaviour well and set clear boundaries. As a result, children know what is expected of them, and are helped to feel safe and secure within the nursery. Staff organise the day to enable children to have adequate opportunities to choose their own resources and to take responsibility for small tasks. They provide a broad range of activities and experiences, which engage children effectively and enable them to make sound progress in their learning. Staff are generally deployed appropriately, and sometimes they extend children's learning very effectively. For

example, story time is used very well to enable children to explore new vocabulary and to challenge their mathematical thinking.

Managers are supportive towards the staff team overall. They monitor the well-being of children effectively throughout the day; however, systems for monitoring the quality of teaching and learning are not fully effective in identifying and addressing all weaknesses. Some staff have are less secure in their knowledge of the Early Years Foundation Stage, and are given insufficient guidance and support in planning for the next steps in children's learning. As a result, although outcomes for children are sometimes good, this is not consistent across all aspects of learning for all children, including those learning English as an additional language. The managers demonstrate that they want to ensure continuous improvement. They make suitable use of wider partnerships, taking advice from the local authority's early years advisor to identify areas of development and take appropriate action to secure improvement. The changes they make have a positive impact on outcomes for children. For example, the reorganisation of the upstairs area to enable children to select their own resources, and the development of more sensory activities for babies. Overall, however, self-evaluation is not fully embedded in the nursery's practice. Managers take insufficient steps to rigorously and objectively identify areas for development and set ambitious targets, although they promote some improvement of outcomes for children suitably. Staff have satisfactory levels of qualifications and training. Unqualified staff are well supported to take their first steps in achieving a qualification, but the nursery puts insufficient emphasis on professional development at some other levels to drive forward continuous improvement in outcomes for children. Comprehensive induction procedures ensure new staff have a clear understanding of what is expected of them and are helped to settle into their new role quickly.

The nursery has effective methods of two-way communication with parents and carers regarding children's needs.. New parents are given comprehensive information about the nursery and its policies, and are encouraged to help staff to get to know their children well. Established parents enjoy receiving 'feedback' sheets at the end of each day, which ensure they know what activities their children have participated in, and what they have eaten. However, there are limited systems to enable parents and carers to give their views and to contribute ideas about the way in which the nursery can build on its strengths and address weaknesses.

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

Children come into the nursery happily. They know the routine well and are confident at organising their own play, as well as taking part in a variety of adult-led activities. They respond well to the warm and caring environment, showing that they are developing good relationships with adults and other children. Behaviour is good, and older children play co-operatively with their friends. Children of all ages show that they feel safe and secure, and consequently they

make a good positive contribution to the nursery community.

Children show that they enjoy their learning and they make steady progress in developing skills for the future. They respond with enjoyment to the activities and experiences provided for them. Staff observe children regularly, and their individual scrapbooks capture their 'learning journeys' well. Observations are linked to the six areas of learning and are used well by some staff to inform planning for children's next steps. However, this is inconsistent across the nursery, particularly with older children. As a result, the activities led by adults are sometimes inappropriate or provide insufficient challenge to interest children and move them on in their learning..

Children are developing a strong awareness of how to keep themselves safe. They confidently organise themselves in single file and hold on conscientiously as they walk to the park. They show a growing understanding of the importance of keeping themselves safe on the road. The staff reinforce high standards of hygiene throughout the nursery, and children show increasing confidence in managing their own toileting and hygiene routines appropriately.

Children are developing a sound awareness of the importance of developing a healthy lifestyle. They are served with a good variety of nutritious food, which meets both their individual dietary requirements and extends their awareness of other cultures. They have some control over meeting their own physical needs, for example, they recognise when they are thirsty and help themselves to drinking water. Children enjoy daily physical activities in the park and their indoor dance sessions. In the park, they enjoy activities such as running, ring games, balancing and ball games, which help them develop physical skills.

Children are enthusiastic communicators. They enjoy listening to stories read by adults and participate enthusiastically with a wide range of songs and rhymes. Even the youngest children respond with gestures, smiles and body movements. Older children are learning to recognise and write their own names. Babies are beginning to enjoy a widening range of activities through using their senses, for example, jelly, paint, and baskets with natural play materials. Older children's growing creativity is generally evident through the attractive wall displays throughout the nursery, and as they explore a range of media such as dough, paint, glue, collage, cornflower sand and water. Children are beginning to show an awareness of number. They use mathematical language, solve problems, count and recognise number in their play, through stories, or as they explore their environment. For example, children point out a 'big' tree and confidently explain that we will see an even 'bigger' one when we get inside the park.

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

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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	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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