

Eveline Day Nursery (Ritherdon Road)

Inspection report for early years provision

Unique reference number 123082
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Inspector Rebecca Hurst

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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 (Ritherdon Road) is one of five day nurseries and one day school run by Eveline Day Nursery Schools Limited. Eveline Day Nursery (Ritherdon Road) was registered in 1975 and operates from a three floor Victorian house in the London Borough of Wandsworth. Children have access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register for a maximum of 36 children aged three months to five years. There are currently 54 children on roll. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery employs 21 full and part-time staff who work with the children. Over half of the staff team hold an appropriate early years qualification and two staff are working towards a qualification.

The nursery is open each weekday from 7.30am until 6.30pm all year round, with exception of bank holidays and one week over Christmas. They receive support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's knowledge and skills help to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. Policies and procedures are well written; staff have a good knowledge of them and mostly implement them well to support and protect children. Records are generally well maintained and help to aid monitoring the effectiveness of the provision. The manager understands the importance of evaluating the provision to improve the services it provides to the children and to the parents.

What steps need to be taken to improve provision further?

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

- manage hygiene procedures to ensure children and staff consistently wash their hands before any food is served and before they carry out cooking

- activities
- update the record of risk assessments to include any assessment of risks for outings and trips

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection and how to safeguard the children in their care. Regular fire drills take place so all staff and children are aware of what to do in an emergency. The registered person has implemented clear procedures for recruiting and managing the continuing suitability of staff. Regular appraisals, training and strong vetting procedures help to develop the motivated and secure workforce and promote the safety of all children in the setting. All staff carry out daily safety checks and risk assessments of the building, the rooms and the resources to ensure all is safe for the children. However, whilst staff risk assess any outings they go on, the record of risk assessments does not include outings to fully enhance the safety of the children.

Resources are well laid out to allow the children to enhance their independence skills through self selection. Equality and diversity is taught well to all ages of the children. Staff take into account the children's own backgrounds and use these to plan meaningful activities to teach them about the different festivals and celebrations from around the world. Staff attend regular training sessions which enables them to stay up-to-date with any changes to legislation and keep up-to-date with how to plan and observe the children. Staff have also recently completed food hygiene and child protection courses.

Staff have good communication links with other agencies that care for the children, for example agencies involved with children that have learning difficulties and/or disabilities. Staff also have good communication with the parents of the children attending the setting. Parents contribute to the children's planning through sharing what they have been doing at home and their interests. Parents also receive regular newsletters and developmental reports to show the progress the children are making. Parents and staff contribute to the nursery's self-evaluation process and the manager works with the local authority to set developmental targets for the nursery to work on. The nursery also works on suggestions parents make with regards to the resources and how the children learn. Consequently, the nursery is responsive to its users.

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

Children are making good progress towards the early learning goals. They are supported by a well informed staff team who have a secure understanding of how

children in the early years age group develop and learn. Staff plan activities that cover all of the six areas of learning and comprehensively support children's understanding of a range of challenging ideas. Planning for the children is a good mix of focus activities and resources laid out for the children to explore. The staff complete detailed observations, which are used to monitor children's progress. Children wash their hands before meals and staff in the older rooms talk to the children about why they need to wash their hands. However, hand washing with the children is not consistent and staff did not wash their hands with the children before a food based activity during the inspection. Consequently, they are not consistently protected from cross infection and contamination during these activities. Children benefit from nutritious and healthy meals which are freshly cooked on the premises. Children's special dietary requirements are taken into account when planning these. This enables all the children to thrive whilst they attend the nursery.

Staff are consistent with their approach to behaviour management and given the children's ages and stages of development they are well behaved. Staff teach the children about the importance of moving between rooms safely. Children use the stairs well and staff gently remind them to hold onto the railings when walking up and down the stairs. Children enjoy exploring well thought out activities, such as coloured spaghetti play. Staff talk to the children about the feel of the spaghetti and get the children to use descriptive words to describe what it feels like and how much they have in the pots in front of them. This develops the children's language skills and their problem solving. Children also enjoy exploring the sand trays in the garden and watching the mint they have planted grow.

Staff use descriptive language with the children to aid them to think about what they are doing and how to problem solve during activities, such as building bricks, building a train track and exploring messy activities. This enables the children to develop their skills for the future. Staff warmly praise all efforts which helps children to develop the confidence to express their own ideas and to try new challenges.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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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