

Eveline Day Nursery

Inspection report for early years provision

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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 (Seely Hall) is one of a chain of day nurseries and is privately owned. It opened in 1974 and operates from a large church hall. There is a kitchen area a separate nappy and toilet area and a staff room. The main hall is sub-divided into three separate units for children from 12 months to under five years; there is a smaller play room that is used for babies. The nursery is situated in Tooting in the London Borough of Wandsworth. There are 51 children on roll aged from eight months to four years. The nursery is registered on the Early Years Register for a total of 41 children at any one time. The nursery receives funding for children aged three and four years. The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery employs 22 members of staff. Of these 14, hold appropriate early years qualifications including the manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The management and staff promote all aspects of the Early Years Foundation Stage framework requirements extremely well within a gentle, calm and nurturing learning environment. Children develop their independence extremely well, overall. All are recognised and valued as individuals, whose individual needs are met exceedingly well. The management and staff work purposefully to ensure that children are kept safe, their welfare is maintained and they make quick progress. The team consistently updates and improves practice to further enhance the outcomes for children through highly effective self-evaluation and target setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing children's enjoyment of their play by exploring ways to allow them free choice of when to play outside.

The effectiveness of leadership and management of the early years provision

The management and staff team are thoroughly informed about child protection procedures. Nearly all staff have paediatric first aid qualifications and the manager is aiming to have all the staff trained. Designated staff are responsible for first aid and fire safety minimising all potential hazards with robust safety procedures. There are effective daily visual checks. Risk assessments are undertaken on specific activities; special dietary requirements are countersigned by three

members of staff to ensure children's safety. The child and staff registers are duplicated to ensure the highest level of security. All staff are trained in safeguarding and there are regular in-house training sessions to keep staff updated in this area, so maximising the care of the children.

Children are introduced to a broad range of cultures and this is further supported by the deployment of staff from a variety of cultural backgrounds. There are excellent settling in procedures that find out about children's individual needs extremely well and take account of these effectively. All children's learning and welfare needs are known and supported by all staff through constant skilled interaction and routine. There are numerous visual resources at child level promoting their language skills and independence extremely well. The nursery maintains successful relationships with staff working in other services and constantly gathers advice for the benefit of all children. These valuable partnerships include links with Portage and speech and language professionals, that help the nursery meet children's individual needs, when needed.

The management have worked hard to improve practice. There are regular management meetings across all nurseries in the group, in order to share practice and make continual improvements. Staff have regular appraisals and undertake on-going training across a range of areas in order to drive improvement most effectively. The management have developed features in the children's environment, such as fitting part of the garden with astro turf to keep them safe. There have been significant improvements to enhance all children's learning. For example, there is now an outside area dedicated to developing children's senses with an array of sweet smelling herbs and colourful plants, which provides a stimulating natural learning environment. All plants have been risk-assessed to ensure that they are safe for the children. Management evaluate practice effectively, for example, through monitoring the implementation of policies and procedures and inviting feedback from parents. They work closely with the local authority advisors to devise well targeted plans to improve outcomes for children. Children and parents are active in the community and this provides a platform for children to acquire skills for the future. The nursery provides a solid and nurturing home link which is underpinned by its ethos.

Recommendations from the previous report have been met and successfully implemented, to improve outcomes for children. For example, there are now better resources to support children's understanding of letters and sounds. Planning for the early learning goals has also been developed and children's next learning steps now successfully evolve from the needs of individual children.

The nursery's relationship with the parents is excellent, stemming from a very valuable home link system. Parents are informed through newsletters and a regularly updated notice board which advises them of any immediate special events, such as visits from a dentist, milkman and firefighter. Parents are given detailed reports with regard to their children's progress in all areas of their learning and development. Parents can be extremely involved through a multitude of celebratory events which engage them, staff and children throughout the year.

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

Children are making excellent progress towards the early learning goals. Children are supported extensively with their learning throughout the day. Planning is excellent and is based around a general theme which allows children to extend their learning. Children's interests and starting points are captured and incorporated within the topics such as 'Pets and the jungle'. There are clear systems in place to record children's development in all areas of learning. Each child has an informative scrap book which has a collection of carefully selected photographs showing their activities, including celebrations such as 'Red Nose Day'. Such topics and occasions allow staff to continually extend children's conversation skills and to promote language for thinking and developing literacy skills extremely well.

Children thoroughly enjoy learning through exploratory and investigative play. Learning is first hand and often stimulates all children's senses. For example, children become involved in lots of messy fun play such as making a giant jelly and experiencing how it feels, smells and tastes. They are constantly introduced to new activities and ideas within the themes, such as seeing a cake decorated with the Union flag.

Numeracy is encouraged in many different stimulating and practical ways. Children enjoy making pizzas after visiting a local shop with staff, to buy the ingredients. They use real money for their purchases, which helps to reinforce numbers. They choose their ingredients and later weigh them, gaining a basic understanding of what this is about. . Early technology toys are used most effectively to support the gaining of useful skills. For example 'activity tables' engage babies and excite them to find their voices. They enjoy using appropriate types of book too, exploring how books work and discovering how to turn pages. Older children use electronic lap tops skilfully, becoming immersed in exciting and creative programs.

Excellent use is made of the outside area. This includes children developing their physical skills in steering cars skilfully to avoid accidents and kicking balls accurately. Here they also enjoy generally socializing with their friends and staff, showing the excellent relationships that exist in the nursery. However, children do not make their own decisions about when to play outside. All children are involved in running and exercising so children develop an understanding of well being and the changes their bodies undergo following energetic exercise..

Children live extremely healthy lifestyles whilst in the nursery. They grow potatoes and tomatoes and take them home. Such activities are often supported and extended at home. The nursery cook prepares a nutritious and well-balanced breakfast, lunch and tea, which encourage children to try a variety of foods and flavours. There are excellent routines to promote children's' understanding of hygiene and clear visual notices reinforce these. Children wash and dry their hands independently, showing a very clear understanding of why they do so. Children and babies use a variety of utensils such as spoons, knives and forks independently. Older children use knives and forks competently and like to help themselves to extra servings.

All children's behaviour is exemplary. All show an extremely strong sense of security and belonging within the setting. This is helped by a successful key person

system and a low turn over of staff. Children greet staff eagerly after holidays. Children competently acquire future skills to move them forward and delight in practising these. They show very positive attitudes to learning, being extremely keen to come to the nursery and engage in the exciting activities offered. Parents recount how children enjoy practising their new knowledge and skills at home, such as singing new songs and rhymes.

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?	1
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	1
The effectiveness of safeguarding	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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