

Dicky Birds Pre-School Nursery

Inspection report for early years provision

Unique reference number	131804
Inspection date	15/03/2011
Inspector	Helen Penticost

Setting address	39 Woodlands Avenue, New Malden, Surrey, KT3 3UL
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Dicky Birds Pre-School Nursery is one of six provisions owned by Dicky Birds Pre-School Nurseries Limited. The setting was first registered in September 2000 and is based in a residential area of New Malden, Surrey. The Pre-School and Nursery groups are registered for a total of 70 children. The Pre-School group operates from a separate building in the garden, and children attend for a variety of morning or afternoon sessions from 9.15am until 12.15pm and from 1.00pm until 4.00pm, on Monday to Friday during term times only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Day Nursery operates from the main building. Opening times are from 8.00am until 6.00pm, offering early bird and late bird sessions on an ad hoc basis, and children attend on a full- or part-time basis. Both groups have funded children in attendance. The two groups currently have a total of 65 children on roll. The setting currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The setting employs 28 members of staff. Of these, well over half hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making generally good progress in all areas of their development as the staff have a good understanding of the Early Years Foundation Stage, early childhood development, and how young children play and learn. There is an exceptionally strong ethos of providing an inclusive environment that values children's individuality, and staff ensure children are confident and secure. Partnerships with parents are excellent, which ensures a consistent approach to children's welfare and learning. Self-evaluation is successfully used to assess and monitor the overall effectiveness of the nursery to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop two-way links with other early years settings the children attend to more effectively share the children's learning and progress
- help children understand what is right and wrong by providing suitable explanations as to why some behaviour is not appropriate
- improve the labelling of items such as coat hooks and water bottles to

enhance children's independence and ensure good hygiene

The effectiveness of leadership and management of the early years provision

All required documentation, including policies and procedures, is comprehensive, clearly formatted and maintained to a high standard, ensuring the setting successfully operates on a day-to-day basis. Children are fully safeguarded as staff have a good understanding of their role in protecting children and the procedures to follow in the event of a safeguarding concern. All staff in the setting are appropriately vetted, and robust systems are in place to record the details of any visitors. Thorough risk assessments of the premises and before any outings help keep children safe. Policies and procedures are shared with parents.

The management has a clear sense of purpose, which is shared by the committed staff. Continuous professional development is promoted as some staff are working towards higher level childcare qualifications, and there are ongoing one-day training courses for staff. Written policies and procedures are updated regularly to ensure that effective systems are adopted. All recommendations made at the last inspection have been completed. Staff have a clear vision for the future, which is supported by well-targeted plans that are likely to lead to improved outcomes for children. The setting has recently undergone some refurbishment, which has improved the organisation of play space available to children. Staff are well deployed, and an effective key person system ensures that children are supervised and supported at all times. Resources are plentiful, well maintained and stored to enable children to safely and independently select activities for themselves. However, younger children's coat hooks are not labelled, which adversely affects their independence.

Children thrive in the highly inclusive setting, where they learn about equality and diversity at a level that they are able to understand. Countless posters and photographs reflect positive images of culture, disability and gender. There are highly effective systems in place to support children with special educational needs and/ or disabilities; for example, the setting seeks support from other agencies in putting play plans into place. This ensures that children's individual needs are effectively highlighted and met. The setting is able to support children and families for whom English is an additional language; for example, staff ask parents to supply key words in a child's home language. The nursery have good links with their local feeder school, although systems for communicating well with others providing care for children in the early years age range have not yet been fully developed.

High emphasis is placed on partnership with parents, who receive an abundance of information about the setting and have weekly newsletters to ensure that they are kept fully informed of events, newly introduced clubs such as tennis, and other relevant information. Parent representatives support the setting and represent the needs of other parents. Highly effective settling-in arrangements, including home visits, are agreed with parents on an individual basis to ensure that each child

becomes confident and secure in the setting.

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

All children are confident, secure and settled in the setting. They are all inquisitive and curious about their environment, and they also enjoy the challenges that are offered during the day. Children's behaviour is generally good. They develop close friendships with their peers, and staff encourage them to show kindness and consideration to each other. However, children are not consistently given explanations as to why their behaviour may not be appropriate, which does not fully develop their understanding of right and wrong. Children are enthusiastically praised for all of their efforts and achievements, and their input is fully valued. For example, their works of art are clearly displayed, and items brought from home are eagerly shown to the rest of the group. These systems enable children to develop a strong sense of belonging and build self-esteem. Children make choices throughout their session at the setting, and older children move freely between the indoor and outdoor areas.

Opportunities for making marks are available throughout the setting, in the graphics areas as well as, for example, in the home corner, where children use clip boards. Children are developing good communication skills, and they particularly enjoy stories and nursery rhymes such as 'Twinkle, twinkle little star'. The book corners are warm and welcoming, ensuring children can look at books in comfort with their friends and staff, developing an early appreciation of stories. Children listen attentively to stories they know well, and answer questions asked by staff.

Children are enabled to take risks in safe surroundings. For example, they use sewing machines, hammers and nails, which develops their dexterity and their skills for the future. Children learn about the importance of good dental health. They use over-sized brushes and shaving foam to clean pretend teeth and happily discuss their tooth-cleaning routines at home. Children use their senses as they explore resources such as natural materials, treasure baskets, and they touch and explore tactile objects. There are good opportunities for children to solve problems through daily activities, such as counting and matching. They look at symmetry as they create butterfly pictures and volume as they access water play. Children are able to record their finding as they measure their height and record it alongside a picture of themselves.

Children enjoy exploring the range of creative activities, which include sand, water, shaving foam, pasta and paints. They also enjoy role play, where they are able to use their imaginations and self-expression. Even the youngest children delighted in taking part in a painting activity where they explored the properties of paint using brushes and rollers as well as their hands and feet. Children enjoy the garden area. They particularly enjoy watching the cars go down the guttering and playing imaginatively with the large cardboard boxes. They propel and pedal ride-on toys

to make themselves move, and develop spatial awareness as they move around obstacles and peers, and skilfully climb on the climbing frame.

Well-established systems for assessing children's individual progress are used effectively by staff, and the arrangements for gathering information about children's starting points are secure. Planning for each child is individualised and identifies their next steps, which in turn are evaluated to ensure they are achieved.

Children understand the importance of following simple hygiene routines, such as washing their hands before eating or after messy play. They are well cared for if they become sick or have an accident, and there are procedures in place to protect them from infection. They enjoy home-cooked meals and snacks, which consist of a variety of fresh fruit and vegetables, and they serve themselves at meal times, learning about portion control. Fresh drinking water is available throughout the day, although poor labelling of young children's cups means they do not always drink from their own. Children's dietary requirements are recognised and met appropriately. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. They learn appropriate skills that will support their future learning, and experience activities to help them to develop their knowledge of the wider world.

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	1
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

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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