

# Eveline Day Nursery School

Inspection report for early years provision

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**Unique reference number** 402929  
**Inspection date** 04/10/2011  
**Inspector** Chris Taylor

**Setting address** Meadow Sweet Close, Grand Drive, Raynes Park, London,  
SW20 9NA

**Telephone number** 020 8544 9832

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Eveline Day Nursery School is one of five nurseries run by Eveline Day Nursery Schools Limited. It registered in 2001 and operates from a purpose built, one storey building. Children are grouped according to age into one of six rooms, five of which have direct access into the garden. The premises is located in Raynes Park in the London Borough of Merton..The nursery is registered on the Early Years Register, and at the time of inspection, is registered on both parts of the Childcare Register. A maximum of 57 children may attend the nursery at any one time. The nursery cares for a number of children who learn English as an additional language. There are currently 75 children aged from three months to five years on roll who attend a variety of different sessions. The nursery provides funded early education for three-and four-year-olds.The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks of the year. There are 24 members of staff employed to work with the children. Of these, 16 hold recognised early years qualifications, with four staff members working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is a very well managed and organised childcare provision, and staff provide highly consistent support for individual children's development. Children have access to an extremely stimulating and richly resourced play environment, with excellent opportunities for outdoor play and learning. A generally comprehensive programme of activities ensures children achieve well and make excellent progress in their learning and development. The key person system is highly effective; staff know the children and their families well and consequently are able to meet the needs of all children. They have addressed recommendations from the last inspection successfully and meticulously evaluate its service, so demonstrate an excellent capacity to maintain ongoing improvement.

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

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

- enhance children's literacy skills and by teaching more capable children to form their letters correctly, for example when they label their paintings.

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

A strong aspect of the nursery's organisation is the provision of a particularly well managed key person system. This has a significant benefit to the quality of individual children's care and is instrumental in the successful promotion of all children's learning and achievement. Safeguarding is exemplary. Risk assessment is effect and leads to thorough safety checks. In each room before each morning and afternoon sessions, staff carry out a detailed check which is countersigned by the manager. Staff members fully understand the procedures to follow should they have any concerns regarding the welfare of a child in their care. Staff have been effectively vetted as being suitable to be employed with young children. The nursery is a well-established provision, with an experienced and well-trained staff team. Senior management staff are highly confident in their leadership. They take care to ensure the wider staff team delivers an exceptionally effective programme of play and learning. Staff successfully maintain close relationships with other provisions, including those within the Eveline group, with nearby schools and day care settings. Management has a positive approach to securing improvement and a variety of very effective systems are in place to monitor, evaluate and develop the provision. For example, staff use regular discussions, appraisals and a strong focus on training and sharing practice with other settings to develop knowledge and skills. Evaluation systems include taking account of parents' views. Staff keep up to date with current practice, such as through attendance at local authority training sessions, which helps drive improvement extremely well.

The nursery has a highly positive relationship with parents. Parents receive a warm welcome and they and their children are greeted by their first names, showing they are known well by staff. Parents receive high quality information about the nursery. They are very well informed about all aspects of their children's achievements, well being and development, which includes a daily report about their children's care and learning. They are encouraged to share what they know about their children and able to discuss children's learning twice a year at parent evenings. Parents comment very positively on all aspects of the nursery's provision.

All rooms present a stimulating and potentially challenging variety of toys and play materials. These resources provide the children with exceptional opportunities to develop their imaginations. The resources cover all required areas of learning extremely well. The nursery's outdoor play and garden area is an outstanding feature and is highly beneficial to children's learning. All these resources and spaces contribute to the excellent progress in children's learning and development. Regular outings broaden children's experiences, for example, they are encouraged to learn about nature and the wider world as they visit the local garden centre. All children are welcomed to the nursery regardless of background or ability. Staff adapt activities very effectively for children with additional needs, such as those learning English as an additional language. This support enables them to fully participate, in nursery life, so demonstrating how effectively staff promote equality. Diversity is celebrated extremely well because staff know children's backgrounds exceptionally well and provide an excellent range of resources to reflect these.

Additionally, they plan various celebrations of festivals and special events relevant to the children. Not only do children learn to respect and value their own cultures, but also those of children they know and meet daily.

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

Consistently high quality teaching is provided within the nursery and staff show excellent skills with helping and supporting children's development. Extremely effective organisation provides children with an engaging and stimulating environment with access to toys and play materials for exploratory play. Storage systems are easily accessible to children with drawers labelled with pictures encouraging independent selection of materials. Children are eager to attend, have a strong sense of belonging thoroughly enjoy deciding what to do for much of each session

Children are developing good communication and social skills as they interact with staff and each other. They work together and alone very well using their imaginations and initiative, showing great curiosity and a strong desire to learn and explore. The nursery makes very good use of information gained from observing children to inform plans that cater for individual interests and abilities. It uses what children know and can do to plan further challenges to help children make progress. Next steps to learning are built from listening closely to children, observing their play and recording their achievements. Staff share written development information with parents, which helps to facilitate very effective engagement with them.

Staff use a national literacy programme to skilfully introduce new words, to encourage children to express their feelings and opinions and develop letter sounding skills. Staff ask key questions to help the children think and solve problems, such as how jigsaws fit together. Children relish looking at books both within the nursery and on visits to the public library. Children's language skills and creativity are developed exceedingly well, owing to being inspired by a visit from an author. Children created their own underwater creature and compiled a book collectively about their imagined under water world adventures.

Children thoroughly enjoy practising their new skills. They play with interactive toys and a computer to use their growing understanding of letters, for example. They benefit from developing some French language skills with help from a French teacher. They are very well prepared for the move to school and for their future lives, although they do not always learn to form letters correctly..

Staff demonstrate an exceptionally strong awareness of keeping children safe and of teaching them how to keep themselves safe too. This is particularly evident where children under a year old have a range of specifically prepared safe soft areas and opportunities for crawling and exploring. Older children know they must not run in corridors and use real tools such as scissors, competently. Children show a strong sense of security. The promotion of social learning is a strong element in the nursery. A wide range of activities are presented to promote children's personal and emotional development; with group activities, turn taking and many opportunities for shared learning activities, for example, co-operating and working

together on parachute games. The nursery has the added benefit of having its own kitchen, on the premises and a trained cook provides nutritious and balanced meals and snacks for the children, from menus designed by a hospital health dietician. Children learn to follow very good hygiene routines unprompted, such as cleaning their teeth. They benefit from excellent access to a range of daily physical activities, thoroughly enjoying being outdoors in the fresh air.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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

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