

# The Eveline Day Nursery School Ltd

Inspection report for early years provision

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<b>Type of setting</b>	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*.

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## **Description of the setting**

The Eveline Day Nursery School Ltd registered in 2012. It is one of several provisions owned by Eveline Day Nursery Schools Limited. It operates from two floors in a converted Victorian house in Tooting in the London Borough of Wandsworth. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children have access to an enclosed, outdoor, play area. The nursery school is registered on the Early Years Register. A maximum of 50 children in the early years age range may attend at any one time. There are currently 62 children in the early years age group attending part-time and full-time. The nursery school is in receipt of funding for the provision of free early education for children aged three and four years. The nursery school employs 15 members of staff. Of these, seven hold suitable level 3 qualifications and two hold level 2 qualifications. Also, there are six members of staff working towards level 3 qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff's good interaction and an effective, safely organised, stimulating, learning environment, ensure that most children's needs are routinely met, recognising their uniqueness. Good quality assessment and planning means that children are effectively challenged by the experiences provided, enjoying their learning and making good progress. Children's health and safety are promoted well overall. Staff meet the individual needs of children well through good partnerships with parents and other agencies. A strong commitment to self-evaluation by the manager and staff team ensures that priorities for future development are promptly identified and acted on. This results in a service that demonstrates it maintains good, continuous improvement.

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

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

- extend the valuing of linguistic diversity and enable children to further develop and use their home languages in their play and learning.

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

Children are safeguarded well overall. Staff conduct daily checks regarding all aspects of the provision and implement effective procedures regarding security. They have an effective understanding of the signs and symptoms and procedures to be followed when concerns are raised. Staff maintain all necessary documentation and most aspects of recruitment are robust. All staff are vetted to

ensure they are suitable to work with children. The effectiveness with which staff deploy resources is good. Space is organised safely and effectively to allow children to easily and independently access the resources and the space they need. For example, babies have access to their own, outdoor area, where a canopy is available which allows play in all weathers.

Staff demonstrate that they have a good understanding of supporting children with special educational needs and/or disabilities. They have a stimulating selection of resources that well promotes diversity and children engage in activities that celebrate festivals, such as Fathers' Day and the Queen's Jubilee. However, there are less robust opportunities for them to develop and use their home languages in their play and learning. Partnerships with parents and other agencies are highly positive and promote children's learning effectively. For example, children enjoy dance and French sessions through teachers regularly visiting the setting. Staff value and respect parents and implement effective strategies to encourage partnerships. As a result, parents are successfully involved in decision making. For instance, after parents comment on making the room darker for children when sleeping, staff have now fitted blinds. A good range of information on the provision is shared with parents through various notice boards and children's work that is attractively displayed. There are accessible channels for parents and staff to communicate children's care and learning effectively. For example, parents of children under two years receive a daily sheet, communicating children's care, as well as their activities. In addition, children's development files are available at all times and informal chats take place before and after sessions, supporting children's development well.

Although the management is relatively new, managers communicate ambition, drive and confidence in knowing what they need to do in making and sustaining improvements. For example, views and opinions of parents have been welcomed and appropriate actions taken. The management is currently implementing action plans arising from evaluation, such as developing the outside area, and has been successful in sustaining improvement. Children's health and safety have been improved through staff completing additional training in food hygiene and in-house training regarding safeguarding. Children's space and resources have been reorganised to encourage further independence and mobility. Staff have successfully promoted communication with parents by introducing parents' evenings. This, in turn, has effectively contributed to underpinning children's overall care and learning.

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

Staff provide a bright, welcoming, child-friendly, environment where a wide range of stimulating, good quality equipment and activities effectively challenge children. For example, children develop good imagination and creative skills by using cardboard boxes to role-play train journeys. They develop good choice and decision-making skills and older children effectively engage in small tasks to well develop skills for the future. For instance, children help set the meal table and

inform staff when there is a shortage of utensils. Staff know children well and use information from observations well so that children achieve effectively. They gather good information in 'All about me' booklets and through discussions with parents, which enables them to ascertain children's starting points. They conduct regular, written observations for each child, which identify the developmental stages reached in all areas of learning and use this to inform planning. Key persons are well aware of children next steps required in children's learning and discuss these informally with parents, though they do not record these in children's individual records. Staff interact well with children and have a good understanding of how they learn. They engage sensitively in children's role play and effectively encourage their communication, language and literacy by asking open-ended questions. This motivates children into thinking and focusing. For example, when staff ask children how they intend to sort pegs, children confidently explain they are going to collect all the yellow ones first. Staff extend their learning by successfully encouraging them to count how many they have used. Children well develop knowledge and understanding of the world. They enjoy local walks and help to use a camera to record what they see. They observe and discuss sunflowers that they grow. Babies well explore sensory equipment, such as different coloured bottles, and enjoy developing their physical skills in action rhymes.

Children develop a good understanding of keeping themselves safe. For example, they participate in evacuation drills; they enjoy visiting the fire station and discuss dangers and emergency actions to take when they are in the setting. As a result, older children know to use the stair handrail. There is a strong emphasis on healthy lifestyles. Staff implement detailed medication and health plans, which include staff completing training for medication that requires technical knowledge. so they promote children health well. Children are active and all age groups enjoy regular outdoor sessions using challenging equipment. They develop a secure knowledge of the importance of healthy lifestyle and older children show a good awareness of healthy living. They adopt good personal hygiene routines and make choices about what they would like to eat from a healthy selection. Staff implement effective strategies to encourage children to develop good habits and behaviour. For example, children benefit from receiving much verbal praise and stickers to reward effort and achievement. As a result, they behave well and are developing good relationships with their peers. For example, children learn to show care and concern by advising other children that they cannot use a fork that has dropped onto the floor.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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