

Dee's Day Nursery Ltd

16 Durham Road, LONDON, SW20 0TW

Inspection date

12/10/2012

Previous inspection date

13/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy and keen to learn, so they make good progress. This success is owing to staff providing a well-resourced nursery in which children explore and experiment
- Staff know children well. They make useful observations of children's development and plan challenging activities that take children's learning forward
- The management team uses an effective range of methods to evaluate the provision, thereby improving the provision offered to the children
- Staff form a strong partnership with parents, which is appreciated. Parents comment on the caring approach used by all staff. Staff welcome children and form warm relationships with them, so children feel secure.

It is not yet outstanding because

- Staff do not always provide older children with opportunities to develop their skills in technology, so they are prepared for school as well as possible.
- Staff do not do all they might to encourage children's early literacy skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector examined documentation including a sample of children's development records, staff suitability records and evaluation records
- The inspector talked to staff, parents, and children
- The inspector observed planned, adult led activities and observed children's play in all areas of the nursery
- The inspector examined display materials and available resources.

Inspector

Lesley Hodges

Full Report

Information about the setting

Dee's Day Nursery Ltd registered in 2007. It operates from the ground and first floors of a house in West Wimbledon in the London Borough of Merton close a main line railway station. It is open each weekday from 8am to 6pm all year round, with the exception of bank holidays and one week at Christmas. All children share access to an enclosed outdoor play area. There are currently 30 children aged between two and five years on roll. The nursery employs 11 staff, including a cook. Of these, 10 hold appropriate early years qualifications and seven have a first aid certificate. The nursery receives support from the local Early Years team. The nursery supports children learning English as an

additional language. The nursery receives funding to provide free early education for children aged three and four years. Children stay for a variety of sessions.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance role play activities by providing opportunities for children to practice writing skills
- provide better opportunities for children to develop skills in technology by ensuring that resources are available on a more regular basis, daily if possible.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are knowledgeable about how children learn across the different required areas, which they plan well overall. They help children learn about the world, for example, by encouraging them to examine insects and play with water. Staff support children's language and literacy development well. Children chat confidently to each other, eagerly relating accounts of their home lives, such as visits to the hairdressers. Older children enjoy sounding out letters and staff talk about letter sounds at story time. Children listen attentively to stories and join in by holding up pictures of main characters, dressing up and repeating sounds from the story. These activities encourage children's interest in books and stories. They look at books individually with enthusiasm and delight, naming their favourite characters, because they enjoy the stories that staff read to them. The children sing songs as they play and happily shout out the rhyming words at the end of each line of their songs, showing that staff teach them about sounds. All such skills will be useful to them when they move into full time education. Children develop early writing skills well overall as they draw and paint both inside and out. They use pens and chalk to practise their writing; however, staff do not do all they might to encourage children to write for a purpose. For example, role-play areas do not include resources for them to further develop these early writing skills.

Staff use familiar phrases from children's home languages when settling children who are learning English as an additional language. Children and parents complete 'All about Me' books which are available for children to look at during the day. These help new children to settle as they have access to photographs of their families if they need comfort during sessions. These good systems help all children feel secure and, therefore, ready to learn.

All children, including babies, progress well as a result of well planned activities which are based on their interests. The outside area is generally set up with a good range of toys and children choose activities freely. Children make friends as they play 'peek a boo' in the tent and excitedly point at an aeroplane as it flies overhead. They develop their physical skills as they play in large toy cars and practise different ways to move, such as jumping and hopping. Babies play with age appropriate equipment which develops their physical skills. They reach for and grasp rattles, showing an interest in the cutlery at lunchtime. Staff support children's early mathematical development well. Older children happily run to identify large numbers on the wall, stretching high to reach the tops of the numbers. The good mix of spontaneous and planned activities enhances children's development and encourages their enthusiasm for learning in this relaxed atmosphere.

Staff encourage older children to think about their play. Children can predict what will happen if they put glitter into water and then talk about what has happened after their experiment. They are active and curious learners as a result, gaining a good attitude towards learning that will be useful when moving on to school.

Communication with parents is good. Staff regularly give them reports on children's development and suggest sensible ideas for activities to do at home which link in with the current themes.

The contribution of the early years provision to the well-being of children

The well established key person system ensures that children are happy at nursery and this system helps them make good progress in their learning. Older children demonstrate that they feel safe and secure by making choices in their play, and move around the environment freely with confidence. All children, including babies, demonstrate close bonds with staff members. Babies respond to the voices of their key person and older children enjoy both structured and spontaneous play activities.

Children's behaviour is good. They help each other with fastenings on clothing, and remind each other to 'be careful' when playing with water. Meal times are relaxed and social occasions. Children chat to each other about their favourite fruits and vegetables, showing that they are learning about healthy eating. Children wash their hands and manage their coats and shoes independently. Older children successfully manage small tasks and responsibilities in daily routines, such as serving their own snacks and meals, and giving out face cloths to freshen up after they have eaten. Children learn how to stay safe by practising evacuation drills and talking about road safety. These too are useful skills for their future lives.

Good quality equipment is generally available to cover all areas of learning. Younger children develop an interest in technology by using toys with buttons and flaps; however, older children are not always given sufficient opportunities by staff to develop such skills further. This drawback is because suitable equipment is not always switched on and available for use.

Parents speak highly about the caring approach shown by all staff. They describe the nursery as a 'home from home' and welcome the comfortable atmosphere which helps their children to settle when they first start at the nursery. Staff work effectively as a team to ensure that children's care and learning needs are met. They use good teaching techniques to support children's learning. They listen to children's stories, for example, and respond by asking questions to encourage children to extend their conversations. Staff support children well at story time, sitting with them on the carpet as they join in with the actions and sounds.

Staff manage times when children move nursery rooms carefully. The transition from the baby to the main play room is gradual, with children spending time with both their old and new key person, if there is going to be a change. Staff prepare children well for their eventual move to school. Children learn about numbers and how to write their names. The nursery manager prepares final reports for children who are starting school, so that the new setting will have valuable information about what children can already do, know and understand.

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

Arrangements for safeguarding children are good. Staff show a good understanding of their responsibilities when safeguarding children and the management team carry out effective checks to ensure only those who are suitable to work with children are employed. The nursery is secure. The entry system ensures that staff can check the identity of visitors before they are invited in. Staff provide a safe environment for children to play in and gently remind children about playing safely.

The management team has put effective procedures in place for monitoring new staff when they start at the nursery and for on-going performance review. The induction process requires staff to familiarise themselves with policies and procedures and the manager holds ongoing interviews with staff to check their understanding. The manager monitors staff performance and addresses any issues through informal meetings and staff appraisal interviews. She observes staff as they engage with children and monitors the effectiveness of planned activities well.

The manager works closely with the early years team from the local authority to identify strengths and weaknesses of the provision. Children learning English as an additional language are supported effectively in daily routines and the manager has recently attended training on how to support children with special educational needs and/or disabilities. The management team has developed an effective system for evaluating the nursery. The leadership and management encourage staff to suggest ways to make improvements and all ideas are included in an action plan which is discussed at staff meetings. The management team records any planned areas for development and the ongoing development plan ensures that self evaluation is continuous. The garden area has been completely redesigned by a member of staff, so that the area can be used more

effectively to enhance children's learning, for example. Parents' views are acted upon when they make suggestions for change.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number

EY350070

Local authority	Merton
Inspection number	815342
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	30
Number of children on roll	30
Name of provider	J K Care Ltd
Date of previous inspection	13/10/2008
Telephone number	020 8944 0720 or 07932 980608

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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