

Dulwich Day Nursery

Chancellor Grove, West Dulwich, London, SE21 8EG

Inspection date	24/10/2012
Previous inspection date	06/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 making good progress in their learning and development. They are provided with a broad range of interesting activities, which stimulate their learning effectively. As a result, children are happy and purposefully engaged in play.
- The learning environment is welcoming and well organised. This enables children to move freely and safely as they follow their own interests and make choices of toys during play.
- Children show good relationships with each other and staff. They play cooperatively, creating a calm and productive atmosphere.
- Children are supported well by staff during play. They ask children challenging questions that make them think and encourage them to be active and independent learners.

It is not yet outstanding because

- The two-way flow of information sharing with other educational settings that children attend is not firmly established for all children. As a result the events of the child's day and current childcare practice are not always known by staff at both settings.
- Most aspects of leadership and management are strong. However, previous weaknesses in management have resulted in staff having fewer opportunities to actively participate in the evaluation of the setting or more regular supervision.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- All details held about the nursery were checked prior to the inspection.
- The majority of the inspection was spent in the group rooms, observing children and staff practice and talking to key persons.
On-going discussion and joint observation took place with the staff and the manager
- throughout the inspection. Children's information and development records were sampled.
- Procedures for safeguarding children and promoting their welfare were discussed with the manager and assistant manager and relevant documents were sampled.
- Parents views were gathered through discussion during the inspection.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

Dulwich Day Nursery is run by Asquith Court Nurseries Limited. The nursery opened in 2004 and operates from a converted church building and is situated in West Dulwich, London. The premises are on two levels and comprises of four playrooms, children's toilet

and washing facilities, main kitchen and milk kitchen, staff facilities, laundry room, one office, a family room and two outdoor play areas. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks per year. There are currently 45 children on roll in the early years age range. Of these, nine children receive funding for early education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 26 members of staff including the manager and a cook. Of these, two staff hold Early Years Professional Status, one staff holds a degree, 18 hold an appropriate early years qualification and four staff are unqualified or working towards a recognised early years qualification.

What the setting needs to do to improve further

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

- strengthen the systems of evaluation, supervision and appraisal to ensure that staff are supported well and their views are used to further improve the quality of the service
- extend the arrangements for information sharing and partnership working with other educational settings that children attend, and share this information with all staff, especially those caring for children who have identified additional needs.

Inspection judgements

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

Children are making good progress in all areas of learning. Staff are attentive and respond quickly to children's ideas. They effectively support children's learning through lots of well targeted questioning and encouragement during play. Staff make accurate assessments of children's progress. They take photographs and write observations which are linked to the areas of learning and clearly highlight children's developmental stage. Staff then use this information to plan children's next learning steps. Parents are actively involved in their children's learning and development. They provide information about children's development when they begin at the setting. Staff and parents then make notes about how the child has settled into their new learning environment. This provides valuable information about children's starting points. Information about children's on-going progress is shared with parents at regular intervals. Children who are learning English as an additional language are supported well as staff seek information about key words that the child uses in their home language. They also use gestures while talking to children; as a result, children are making good progress in their understanding and spoken language

skills. Children with special education needs, and/or disabilities are fully included in all activities and valued as individuals.

Children move freely and develop their independence. They are active learners and tell staff about what they are trying to do. Older children are making good progress so that they will be well prepared for school. They can clearly write well-formed letters and draw representational pictures. They recognise letters and can link some letters to the sounds that they make. Older children count accurately up to 10. They understand how to add one more and show an awareness of the sequence of numbers.

Younger children enjoy developing their skills in expressive arts and design as they make marks and use paints and shape to print patterns. They learn about nature as they use autumn leaves in creative activities. Children have good opportunities to learn about technology while using the variety of computer equipment and electronic toys. Babies join in enthusiastically as they use torches to explore light and colour. Children show a keen interest in books and develop their literacy skills as they enjoy looking at books independently and imitate reading a story. Children enjoy outside play and use a variety of climbing apparatus, wheel toys and balls to develop their physical skills. All children actively participate in a good educational programme of interesting activities to enable them to make secure progress.

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

Children show good relationships with each other and staff. They are very well behaved and respond well to the daily routines. Younger children show firm attachments to staff; this ensures that they feel safe in their learning environment. Children are supported well in learning about expectations of their behaviour. Staff give lots of praise for children's efforts and achievements and use lots of prompts and photos to support children's learning. Children show an awareness of using their environment in a safe way. They learn about some aspect of safety, such as the fire evacuation procedures.

High regard is given to promoting children's good health. They are offered a balanced diet of healthy meals that are freshly cooked on the premises. Children's individual dietary needs are known. Children all have their own mealtime place mats that includes their photograph and dietary needs. Children benefit from relaxed and sociable mealtimes where they sit in small groups with staff. They develop their self-care skills as they serve their own food and drinks. Children enjoy the food offered which includes lots of fruit and vegetables; this helps children to develop healthy eating habits. Staff show high regard to promoting good hygiene practice. Children follow well-established routines, such as washing their hands before and after meals. Children's good health is further enhanced as they have good opportunities to engage in outdoor play. This enables them to gain fresh air and regular exercise. In addition, they participate in a music and movement session with a peripatetic teacher. This enables them to develop their strength and physical control.

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

Good systems are in place to help safeguard children and promote their welfare. Staff follow the safeguarding procedures appropriately. They have completed relevant training so that they know what to do if they have any concerns regarding children's welfare. Staff keep accurate records relating to attendance and any accidents or medication administered. This clear record of the care that children receive helps to safeguard their welfare. Staff work cooperatively together to ensure children are appropriately supervised at all times. The educational programmes are monitored well and staff participate in regular group room and staff meetings. They review the settings policies and procedures and have good opportunities to attend in-house training run by the provider.

Opportunities for staff to share their views and gain on-going support through supervision and appraisal have been less consistently applied. This is due to previous weaknesses in the management of the service. Current management are working towards improving this, but this is in the early stages. This situation has also led to fewer opportunities for staff to engage in methods of self-evaluation. However, parents' views are actively sought regarding the quality of the service during meetings and parents events. In addition, there is an on-line system run by the provider, which encourages parents to share their views. The leadership of the setting by the provider shows a clear ambition for driving improvement. For example, one of the organisation's experienced interim managers is now in place to offer long-term support for all staff.

Good systems are in place to promote partnerships with parents and other agencies. Parents are kept well informed about their children's progress through regular meetings with key workers. Staff chat to parents when children are collected to share information about the events of the day. Parents say their children are very happy at the nursery. They explain that they feel that staff really know their children well and transitions between group rooms is good. Parents report that their children easily approach staff and feel safe at the nursery. They explain that staff give good feedback daily and that they are very happy with the quality of care. Partnerships have been established with the other educational settings that children attend. A method of sharing initial information about children's progress has been established. However, an on-going shared flow of information sharing is less well implemented. This is especially important for children who attend the setting who have special educational needs and/or disabilities. Staff show high regard to working with other agencies to promote children's learning, development and well-being. For example, they work closely with health care professionals and the local authority advisors. Good systems are in place to support children's transitions within the setting and to help prepare them for school. Staff show high regard to promoting equality. They ensure children's individual needs are known and catered for. Children benefit from a well-organised learning environment enabling them to make good progress in all areas of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	EY286811
Local authority	Lambeth
Inspection number	884053
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	86
Number of children on roll	45
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	06/09/2010
Telephone number	020 8761 6750

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

