

Eveline Day Nursery Schools Ltd

89A Quicks Road, London, SW19 1EX

Inspection date	05/03/2013
Previous inspection date	08/06/2011

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

- Staff know children very well which makes them feel safe. This supports their emotional well being and underpins their learning and development.
- An effective key worker system helps children form strong attachments with staff. This means they build positive, close and trusting relationships.
- Books are used effectively throughout the nursery and all children and babies enjoy books and stories throughout the day.
- The leadership and management team show a strong drive for improvement and have a clear vision for the nursery.
- Arrangements for safeguarding children are strong and well embedded.
- The nursery has a strong partnership with parents.

It is not yet outstanding because

- staff do not always provide children with a variety of resources for them to practise their writing skills throughout all areas of their play.
- the tracking system for monitoring the achievement of groups of children is not sufficiently evaluated to support improvements.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed all staff working directly with the children, both indoors and outdoors, throughout the inspection.
- The inspector arranged time with the managers to discuss safeguarding and welfare issues away from the children.
- The inspector looked at children's records including their developmental records.
- The inspector gained the views of parents and staff during the inspection.
- The inspector completed a joint observation with the junior manager of the nursery.

Inspector

Pauline Goldrick

Full Report

Information about the setting

Eveline Day Nursery (Quicks Road) is one of a chain of nurseries run by Eveline Day Nursery Schools Limited. It opened in 1999. It operates from a two-storey building divided into six playrooms. There are kitchen facilities and an office downstairs and upstairs toilet facilities for older children. There is a small outdoor area and children are taken to use a public outdoor area nearby. It is situated near Wimbledon town centre in the London Borough of Merton. The nursery is registered on the Early Years Register. The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 54 children from three months to under five years on roll, including some children who are learning English as an additional language. The nursery provides free education for three- and four-year-old children. The nursery employs 25 staff. Fourteen of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a higher childcare qualification. There are also a cook, cleaner and sessional teachers for French and dance. The chain also employs an educational psychologist and health and safety officer who provide support across all its nurseries.

What the setting needs to do to improve further

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

- include opportunities for writing during role-play and other activities

- provide more robust evaluation of observations relating to specific groups of children such as boys or those with additional languages.

Inspection judgements

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

Children of all ages take part in a well balanced range of activities and experiences that help them make good progress in their learning. The strong relationships formed between children and staff helps the children to feel secure and valued, which supports their progress. Staff gather detailed information about children's background, needs and starting points before they begin at the nursery. They make regular observations of children's achievements and use these to plan activities that challenge the children and build on their learning.

Children are interested in the activities provided and are keen to learn. They develop useful skills and attitudes that prepare them well for their next stage of learning, and for

school. Children with English as an additional language have good levels of support. Staff use key words in the child's home language effectively to help new children settle, or to sooth young children if they become upset. Parents attend regular meetings with staff to discuss their child's progress which keeps them up to date with their child's learning.

Babies explore their environment confidently, experimenting with brushes in a basket, finding their way over soft shapes or under the large sheet of foil. Staff sing rhymes and talk to them as they play and this fosters their early communication skills. Babies enjoy books, nestling into their key person as they listen to the story. Toddlers also enjoy songs and stories and are beginning to remember familiar words and phrases and copy actions. The Toddler room staff are participating in the Every Child a Talker programme which is adding depth and vibrancy to their communication and language experiences. Toddlers are also encouraged to look through books independently at the beginning of their rest time and show great interest in their favourite stories, opening the flaps and intently looking at the pictures. The older children enjoy stories supported by story props and independently choose books to share with their friends throughout the day. Opportunities for mark making are sound for most children with rich experiences given to toddlers to explore materials such as paint and foam. However, the older children have fewer opportunities to use meaningful writing in their role play or to experiment with their new learning of letter shapes and sounds in their self chosen activities.

Children learn about numbers when they join in with counting songs or take part in games in the park with balls and scoops. They experiment with shape, size and tension as they dig and fill containers in the sand and water tray, or participate in group parachute games in the park. Children solve mathematical problems in their play such as working out how to tuck in two large baby dolls with one small blanket. They also learn to value diversity when they make up the photographic family trees in each room in the nursery. They find out about a range of cultural celebrations through food and music festivals such as Chinese New Year. Children express their creativity when they paint colourful pots, create flowers for Mother's Day and patterns from tissue paper. They use their imaginations in the role play areas or when enthralled in a story. The children enjoy daily physical activities in the park such as running, throwing and catching, and working as part of a team to control a parachute.

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

Children throughout the nursery are confident, settled and make good relationships with staff and each other. A well established key person system ensures that babies and toddlers benefit from consistent relationships with familiar carers, who know the children well. Young children frequently approach staff for cuddles and reassurance and these secure attachments promote their emotional and physical well being. Staff gather detailed information from home about children's usual routines and key words which helps them settle quickly into the nursery.

Children play and learn in a friendly environment which supports their growing independence. Children are supported well to tackle hand washing independently, to

select a choice of fruit and to serve themselves at mealtimes from a big bowl. They learn to manage their own personal needs well, by finding their coat or getting a tissue to blow their nose, which supports their school readiness.

Children's behaviour is good across the nursery. Children are sociable and play cooperatively with each other. They are able to share their toys and offer support to other children who are new to the nursery. Staff are quick to praise the children's kind actions and reinforce children's good behaviour with lots of encouragement which makes them feel valued, confident and respected.

The children learn to keep themselves safe during the daily walk to the park and when they take part in fire drills. Staff conduct daily risk assessments of the premises to make sure that children are safe at all times. Children benefit from a welcoming, well equipped environment. A good range of age appropriate resources are available and organised so that children can select things easily for themselves from trolleys, boxes and shelves. The older children are encouraged to tidy up at the end of sessions and know they have to show care for books by replacing them in the book area.

Children eat healthy foods and learn to appreciate the importance of a healthy diet while in the nursery. Meals are prepared on the premises from fresh ingredients and children select from plentiful fresh fruit at snack time. Children learn about a healthy diet and consequently gain good skills for the future.

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

Effective arrangements are in place to safeguard children's welfare. Staff are vigilant at all times and supervise children well inside and out. Robust recruitment procedures ensure that all staff are appropriately vetted and there are effective induction procedures in place. This means that policies and procedures work well in practice. New staff feel supported by the in house training, particularly regarding the revised Early Years Foundation Stage. Staff are also committed to attending other training events and have made changes in the toddler room, enriching the environment, following involvement in the Every Child a Talker programme. This is having a good impact on children's learning.

The nursery management team are committed to providing a high quality, flexible service for children and their families and they provide a clear vision for staff. Many improvements have been put in place since the last inspection and there is a strong feeling in the nursery of working together as a team to bring about improvement through more rigorous self reflection. The free flow between the upstairs areas has made a good impact on children's learning, enabling them to access a wider choice of activities and follow their own interests in their play. A new system to track children's learning has recently been implemented and is enabling staff to fully understand children's expected stage of learning for their age. The managers have a good understanding of the learning and development requirements and have identified future areas for improvement across the nursery, such as a new outdoor learning space.

Overall, staff performance is effectively monitored by managers and a new appraisal system is in place which identifies their personal training and development plans. However the monitoring of the tracking system is less consistent. Consequently managers are not always clear about how staff evaluate learning for identified groups of children who may need extra support in the nursery.

Staff work closely with parents and value their contribution and suggestions highly. Parents find staff at the nursery friendly and approachable and value the time and care spent by the staff to welcome them into the setting. They have confidence in the staff in meeting their child's individual needs. Parents have access to comprehensive policies and procedures and are kept well informed about the day to day provision through newsletters and notice boards.

There are strong partnerships formed with others involved in the children's development such as links with local schools and other early years settings.

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 action. 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	138215
Local authority	Merton
Inspection number	813930
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	75
Name of provider	Eveline Day Nursery Schools Limited (The)
Date of previous inspection	08/06/2011
Telephone number	020 8545 0699

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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, which are usually the childminder's 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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