

Dee's Day Nursery (Wimbledon) Ltd

2 Mansel Road, London, SW19 4AA

Inspection date	15/03/2013
Previous inspection date	30/09/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Partnerships with other adults involved in children's care and learning supports children's learning effectively.
- Staff have regular opportunities to attend a variety of training courses to hone their skills and improve outcomes for children.
- Children are happy and settled because they have warm, secure relationships with staff who know them well.
- Children develop healthy habits because they eat nutritious meals and snacks and have daily fresh air and exercise.

It is not yet good because

- risk assessments are not sufficiently robust in order to identify all potential hazards
- the range of books available to children is limited and this restricts their choices and levels of engagement
- there are missed opportunities for children to observe the features of living things in the outdoor environment
- there are missed opportunities to reinforce good behaviour by displaying pictures of expected behaviours of children.

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.

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

Inspection activities

- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector observed interaction between staff and children.
- The inspector spoke to parents, staff and children and took their views into consideration during the inspection.
- The inspector had a meeting with management and sampled documentation.
- The inspector tracked the progress of several children.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Dee's Day Nursery (Wimbledon) Ltd opened in 2005 and is privately owned by a company of the same name. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 47 children in the early years range on roll and they attend for a variety of sessions. There are children attending who have special educational needs and/or disabilities and children who learn English as an additional language. The nursery offers funded places for children aged two, three and four years. The nursery is open from 7.30am to 6.30pm every weekday throughout the year apart from bank holidays and a one week closure at Christmas. The nursery serves the local and wider community. The manager and 13 members of staff work with the children. A member of staff carries out administrative duties and a dedicated cook is employed to prepare meals on site. In addition there is a music and movement teacher who visits to provide activities for the younger children. There are eight members of staff who hold relevant National Vocational Qualifications (NVQ) at level 3 and six staff are qualified to NVQ at level 2 with one at level 5. The nursery is located in a side road close to the centre of Wimbledon, under the London borough of Merton. The nursery operates on the two lower floors of a large house. There are four adjoining play and sleep rooms on the lower ground floor for babies and younger toddlers and a further three adjoining play rooms on the ground floor for older toddlers and pre-school children. Children have the daily use of an enclosed garden area at the rear of the nursery for outdoor play. Access to the ground floor is via a short flight of steps and there are several steps to be taken down to the lower ground floor and to the garden area.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve risk assessments by: including the outdoor external temporary staircase; the holly plant in the garden area; procedures in relation to flooding and indicate when these aspects have been resolved in any record kept

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

- develop the range of books available to children to include different genres, including non fiction, poems, fiction in order to create choice and help children to develop a love of books
- make use of outdoor areas to give opportunities for investigations of the natural world, for example, by providing children with magnifying glasses in order to observe the features of living things
- display pictures of expected behaviours of children to reinforce group rules, particularly in the room for children aged two to three years.

Inspection judgements

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

Children take part in a range of interesting activities in this cosy nursery. Plans are appropriate to children's needs and cover areas of learning sufficiently. There is a good balance between adult-led and child-initiated activities.

Staff follow children's lead as they make up stories while playing with dinosaurs. As children play with fruit and vegetables in the role play areas, staff encourage the children to count the pieces of fruit and talk to them about the texture of fruit skins. Children draw and make marks on painting easels and chalkboards. Older children identify days of the week and seasons, with help from staff. They recognise their names on name cards and practise writing these. With adult assistance, children operate simple computer programmes. They enjoy practising their early writing skills in role play. Children listen attentively during group story time. These activities help children to develop appropriate skills for school. However, books are limited in range and this restricts children's choices and their chances to develop a love of books as further preparation for school.

The outdoor area has a variety of equipment that children use in order to climb, balance and move in different ways. However, there are missed opportunities for children to investigate the natural world here, such as using magnifying glasses to observe the

features of living things.

Staff carry out progress checks for children aged two to three years effectively, and provide written summaries for parents. Staff have sufficient knowledge of children's progress because they collect samples of their work and carry out regular observations. This information is used to plan effectively overall for children in the most important areas of learning. They support children who have special educational needs by linking with relevant community health professionals for advice and support. Staff learn key words in a child's home language for those learning English as an additional language.

Parents have good opportunities to be involved in their child's learning. For instance, they can stay at the setting to play and interact with their child at a 'Stay and Play' session. They share observations of their child with staff and this helps to inform planning. Staff keep parents informed of their child's progress through regular review meetings and in daily conversation.

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

Staff help children to settle well by providing familiar, reassuring routines. Children smile happily because they have warm relationships with staff and feel secure, overall. Children behave in safe ways as they hold handrails as they descend stairs and walk indoors. Staff model safe behaviour by, for instance, showing children how to hold scissors safely.

Children show satisfactory self care skills. They listen to adults who remind them of appropriate times to wash their hands. Babies are changed hygienically, privately and comfortably. Children learn to take care of their surroundings by tidying up after play sessions. They enjoy being in a bright and sufficiently resourced environment, overall. Overall, children behave well because staff use praise, fairness and explanations to manage children's behaviour. However, there are missed opportunities for group rules to be reinforced because there are no pictures of expected behaviours, particularly for the two to three year olds.

Children eat varied and nutritious meals and snacks from a balanced menu, which caters for any special dietary needs of children. They develop healthy habits because they have daily use of the garden or go for local walks so that they take exercise and fresh air.

Staff help children to prepare for school by visiting local schools so that children get used to the different environment. Local teachers visit children at the nursery so that get to know the children and build familiarity. As children get older within the nursery, they prepare to move to new group rooms by spending time in their new environments so that get to know new routines and staff.

Staff provide children with sufficient opportunities to learn about different ways of life. For instance, they discuss and celebrate special occasions, such as Chinese New Year by eating Chinese food and making craft items.

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

The inspection was brought forward because of a concern around recent flooding at the nursery. The inspection found that appropriate steps were taken to deal with the matter and the premises are in suitable condition for children's use. Although a risk assessment is in place, it does not cover everything with which children may come into contact, including the outdoor temporary staircase during current building work; a holly bush in the garden and how to deal with any future incidents of flooding specifically in relation to the children. No children have come to harm from any of these oversights, however. Staff are aware of all policies and procedures to keep children safe and implement these adequately, overall. For example, they carry out regular fire drills and carry out risk assessment procedures for outings. Staff are vetted appropriately for their roles, which helps to safeguard children.

Management have adequate arrangements in place to monitor planning and assessment. For instance, they carry out spot checks on children's assessment folders and the planning documents, and spend time in group rooms. This practice also helps to identify some gaps in learning for children, so that the nursery can put appropriate resolutions in place, although some have been overlooked.

Staff are supported where any issues of underperformance are identified because staff have regular supervision. Training and guidance are offered to resolve such matters, and yearly appraisals help to identify training needs of staff. For instance, staff members attended an a national training programme to support children's communication and language skills. This led to consistent use of pictures to depict key events in stories and songs, in order to support children's understanding and development of vocabulary better.

Staff have effective partnerships with a range of people involved in children's care and learning. For example, they work closely with the local authority early years department for advice on how to improve the provision. They also work closely with community health professionals to support the progress of children who have special educational needs and/or disabilities. Partnerships with parents are sound and parents have regular opportunities to contribute to their child's learning.

The nursery management and staff reflect on the provision and have identified appropriate priorities for improvement, such as development of the outdoor area. Previous recommendations have been met, for instance, monitoring of planning has shown improvement. The provider shows sufficient capacity to sustain improvement through these actions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare.

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	EY306334
Local authority	Merton
Inspection number	903969
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	50
Name of provider	Dee's Day Nursery (Wimbledon) Ltd
Date of previous inspection	30/09/2010
Telephone number	020 8944 0284

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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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