

Dicky Birds Pre-School Nursery

39 Woodlands Avenue, New Malden, Surrey, KT3 3UL

Inspection date

05/07/2013

Previous inspection date

15/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 provide a wide range of absorbing activities for children. This is balanced by good opportunities for children to initiate their own play using flexible resources.
- Staff place high priority on the safety of children. They have good knowledge of how to keep children protected from harm and implement this well in their practice.
- The nursery is very well-resourced and highly organised. This enables children to use a wide range of resources, which they select from low level, accessible storage units.
- Management have good awareness of its strengths and areas for development and have set ambitious goals to improve outcomes for children.

It is not yet outstanding because

- There are few opportunities for children to practise early writing skills in meaningful situations, such as pretend play.
- Children have no visual guides to help them to understand the daily routine of the nursery.

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 voluntary and compulsory parts 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 with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration during the inspection.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Dicky Birds Pre-School Nursery is one of seven provisions owned by Dicky Birds Pre-School Nurseries Limited. The setting was first registered in September 2000 and is based in a residential area of New Malden, Surrey. The day nursery operates from the main building and the preschool group operates from a separate building in the garden. Children attend for a variety sessions, or full time, between 8am and 6pm on Monday to Friday, except public bank holidays and a week's closure at Christmas. The nursery also offered early bird and late bird sessions on an ad hoc basis. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They receive funding for early years places for children aged three and four years. The nursery and preschool have a total of 130 children on roll. The setting currently supports a number of children who speak English as an additional language. The setting employs 27 members of staff. Of these, 14 staff hold level 3 and three staff hold level 2 childcare qualifications, 8 staff are unqualified. One staff member holds Early Years Professional Status and one staff members is a qualified teacher. Of the unqualified staff, five staff members are working towards early years qualifications.

What the setting needs to do to improve further

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

- maximise opportunities for children to practise their early writing skills in meaningful situations, such as pretend play
- help children to understand the nursery routine through visual displays of pictures of key events.

Inspection judgements

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

Staff plan a wide range of absorbing activities in this bright and highly organised nursery. Staff include children's interests in plans, which cover the required areas of learning well. This results in a high level of engagement in activities by children. There is a good balance between indoor and outdoor play, plus opportunities for children to choose activities for themselves and take part in some specific activities organised by the staff. This enables children to make free choices. Staff devise plans to meet the individual needs of children based on their skills. This means that activities provide challenge to children and, consequently, children make good progress. Children's learning and development is

enriched by visits from specialist teachers, such as tennis coaches to develop coordination skills.

Children enjoy the flexibility and creativity of using open-ended resources to construct their own designs from everyday and natural materials. Older children learn to identify their names on cards when they arrive at the nursery and use the name cards to assist them in writing their names on their work. This provides good opportunities for children to practise recognising and writing their names. Children negotiate roles and re-enact popular stories in linked pretend play. This supports their understanding of story structure and enables children to practise their language skills. However, staff do not maximise opportunities for children to use their early writing skills in meaningful situations, such as during pretend play. Children explore textures of different objects and use a range of creative materials to make collages. They operate simple technology by using coloured torches and programmable toys. Staff provide a strong focus on building children's self-awareness, self-esteem and managing their feelings. For example, staff teach children to recognise different emotions in photographs of faces and children learn new vocabulary to describe various emotions. Staff have group discussions with the children about how to manage their feelings by talking to each other to increase their understanding. Overall, these experiences help children to develop useful skills for school.

Children benefit from a large range of stimulating activities in the well-designed outdoor area. They pour water skilfully along guttering by the water tray and staff extend children's vocabulary by discussing the speed of the water travelling down the guttering. Children learn about capacity as they fill large containers with water. They plant and grow seeds and learn about the life cycle of plants. Children enjoy printing with paint on large sheets laid across the ground and learn about different paint effects using various objects. They develop friendships and practise their conversational skills in a cosy tent and play house. Children practise balancing across stepping stones and tyres and use climbing skills to move across frames. They negotiate space skilfully as they ride on wheeled toys.

Babies investigate different materials and explore their senses as they handle natural and everyday objects. Staff follow babies' lead and engage readily in their play. They help babies to develop language skills by responding to their vocalisations through talk and gestures. Babies learn about simple technology as they press buttons on electronic toys and observe the effect of their actions.

Staff use a good range of strategies to support children who learn English as an additional language. For example, staff learn key words in a child's home language to help children communicate. They use visual props and photographs to stimulate discussion and language development.

Staff keep comprehensive records on children's assessment, which are well used to plan children's future learning. They carry out high quality observations regularly and collect samples of children's work, which are evaluated and used to inform planning. Progress checks for children aged between two and three years are completed and written summaries are provided to parents.

Parents are kept well-informed of their child's progress through regular parents' meetings

where they review and discuss their child's development with staff. Parents contribute to their child's learning by sharing their observations of their child. Parents are kept up-to-date on nursery news through comprehensive, regular newsletters.

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

Children are happy, enthusiastic learners in this warm nursery. Staff take time to find out about children's skills and interests when they first arrive at the nursery. They build this into plans to help children settle. Staff adapt nursery routines to meet the individual needs of babies and this enables babies to adjust to new environments well. However, there are no visual timetables displayed to help young children understand the nursery routine.

Children benefit from a very well-organised and resourced environment. Children show good safety awareness because staff teach children how to be safe, such as walking indoors and how to handle tools safely. Children have good self-care skills. They use the bathroom independently and wash their hands at appropriate times. Staff change babies' nappies in bright, clean, private and comfortable areas.

Children eat varied, appetising wholesome meals and snacks prepared freshly by the nursery cook. All the meals cater for children's special dietary needs. Staff teach children how to be independent by enabling them to serve themselves at mealtimes and to pour their own drinks. Children develop good physical skills and get daily fresh air as they use a variety of equipment in the well-equipped outdoor area.

Children behave well because staff manage children's behaviour effectively. They use a good range of positive methods to motivate children to behave well. For example, they agree ground rules with children, which are phrased in a positive way. Staff use puppets to help children to understand and manage their feelings and have regular group discussions to promote children's self-awareness and self-esteem. Staff use distraction techniques to manage the behaviour of very young children. Children are prepared for the move to school well because staff have good links with local schools. Teachers visit the children to get to know them and this helps children to settle well at school. Children spend time in new group rooms before moving rooms at the nursery, in order for them to get used to new routines and staff.

Children learn about different ways of life and learn to accept and value difference. This is because staff discuss and celebrate special cultural and religious events with children, such as Chinese New Year, by making craft items.

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

Staff keep children protected from harm. Over half the staff team are qualified in First Aid. They are deployed well to ensure that appropriate adult to child ratios are maintained at all times. Staff have effective systems for recording accidents and notifying parents. They

carry out risk assessments covering all aspects of the nursery, including outings, and this helps to keep children safe. Staff are vetted comprehensively for their roles and this supports children's safety. Staff have good awareness of procedures to follow should they be concerned about a child.

Staff have regular appraisals that identify their individual training needs well resulting in them being skilled at their roles. They have attended a wide variety of courses, such as a High Scope 'That's mine!' course on how to support children to share. This led to a greater understanding of ways to support children's personal, social and emotional development. Staff receive regular supervision and this helps to identify any areas of underperformance so that appropriate support is offered.

Management have excellent systems in place to ensure consistency of quality in planning and assessment. They discuss children with staff, review assessment folders and moderate assessments to ensure that they are accurate records of children's progress. Planning is reviewed by room leaders and by management. A tracking system is in place that enables management to be aware of the progress of each individual child. It also provides information on gaps in learning so that appropriate intervention can be made.

There are good links with others involved in children's care and learning. Teachers from local schools visit to support children who are due to start school. Parents contribute to their child's learning and are kept well-informed of their child's progress. Links with elderly residential homes in the locality enable children and staff to visit and befriend elderly residents. This helps children to build links with their community.

Management know the strengths and weaknesses of the nursery well and have identified key priorities for development. For instance, they plan to widen the range of training courses available to staff to further enhance their skills. Previous recommendations have been met, including labelling of coat hooks for children. The nursery operates very effectively and shows a good ability to maintain this in the future.

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 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	131804
Local authority	Kingston upon Thames
Inspection number	923666
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	135
Name of provider	Dicky Bird's Pre School Nurseries Limited
Date of previous inspection	15/03/2011
Telephone number	020 8942 5779

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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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