

# Dee's Day Nursery (Wimbledon) Ltd

2 Mansel Road, London, SW19 4AA

<b>Inspection date</b>	07/01/2014
Previous inspection date	15/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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 requires improvement

- Staff use the 'Every Child A Talker' programme to good effect which means that children make strong progress in their communication and language skills.
- Children benefit from attentive care. Staff build warm and affectionate relationships with children which builds their confidence and sense of security.
- The senior team of managers and owners work effectively together to develop the setting for the benefit of children and their families.

### It is not yet good because

- The assessment arrangements do not take sufficient account of children's individuality, which means that learning goals are very general.
- Children frequently take part in activities, which are overly adult led. This means their independence and choice is limited.
- Managers do not consistently challenge staff to improve the full range of their teaching 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
- 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 observed children at play.
- The inspector and deputy manager carried out a joint observation.
- The inspector examined a range of documentation.
- The inspector met with the owner and manager to discuss monitoring and safeguarding.

## Inspector

Susan McCourt

## 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. The nursery supports children who have English as an additional language. The nursery offers funded places for children aged 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 manager and 13 members of staff work with the children. In addition, there are music and movement teachers who visit to provide activities. There are four members of staff who hold relevant National Vocational Qualifications (NVQ) at level 3. In addition, six staff are qualified to NVQ at level 2 and one at level 5. The nursery is 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 by 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 the assessment of children's learning to identify children's individual levels of achievement, interests and learning styles.

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

- improve the supervision arrangements to provide staff with challenging targets which focus on the quality of teaching.
- improve children's opportunities to be independent in play and in their self care

### Inspection judgements

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

Staff have a sound understanding of how to meet the learning and development requirements. They plan a range of interesting activities that cover all seven areas of

learning. Staff understand that children learn best from a balance of adult-led and child initiated activities, and so plan for each child to have focused activities. Some of these are small group sessions to develop children's language skills as part of the 'Every Child A Talker' programme. Other focused activities are carried out on a one-to-one basis. Children also have appropriate opportunities to initiate their own play. As a result, children are achieving within their expected levels of development, given their starting points and capabilities.

Staff have suitable teaching skills. They have a strong focus on children's communication and language skills, which is a key strength of the setting. Staff organise language groups for children so that each child gets a focused activity each day. For example, a group of children sit at a 'talking table' with small objects that they use to create a group story. This builds children's confidence in self-expression and their creative thinking skills. In child-initiated play, staff are skilled at emphasising key words so that children build their vocabulary. Staff also plan activities which relate to each other over the course of a week, so children can consolidate the vocabulary they are learning about animals, for example. Children aged under two also benefit from staff who are attentive to what they are doing, and repeat key vocabulary. As a result, young children make rapid progress with their speech. Staff reinforce children's understanding of mathematical concepts in general play, asking if children would like a big piece of paper or a small one. Children also enjoy specific activities such as matching differently sized toy bears to a printed pattern of bears. Staff plan frequent art and craft activities to encourage children's exploration of different materials. For example, children play with sand, cereals, foam and dough. Other art activities are more specific and are overly adult-led. This means that children are limited to pre-chosen materials, and only have a brief time to make the required painting or picture before being moved on. This reduces children's opportunities to become absorbed in their play, to make choices and be independent.

Staff make regular observations of children's achievements and decide on their next steps. Senior staff talk with all the key persons to make sure that the plans they write incorporate activities which will facilitate children's next steps. The key person tracks children's progress against published guidance, but the assessment arrangements do not take sufficient account of children's individuality. For example, groups of children are assessed as being at the same stage, rather than having individual learning goals. This is a breach of the learning and development requirements. Staff make regular summary reviews of children's progress, one of which is the progress check carried out at age two. Staff give the summaries to parents prior to parents' evenings so they can discuss children's development when they meet. This means that parents understand what staff are working on and creates a suitable partnership.

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

Staff have an effective key person system to enable them to take care of each child's individual needs. Each key person has a buddy, so that children are not adversely affected when their key person is absent or on leave. The key person gets to know each family well, and coordinates the child's learning journal, giving them a detailed understanding of

where the child is in their development. Staff are attentive to children's care needs and give them warm and affectionate care. As a result, children are well-settled and secure, confident to separate from their parents. Staff have created enabling learning environments where children can reach the majority of toys and equipment. This gives them choice and some independence in deciding what to play. Children aged under two have a series of adjoining rooms where they can enjoy messy play, explore construction or technological toys, or snuggle down to be read a story. Older children can also move freely between different playrooms. They take part in art and craft, imaginative or focused learning activities. The outdoor area is spacious with a covered area for year-round play. A wide range of physical play equipment is available to support children's strength and physical skills. Staff plan regular outdoor play as part of the routine, which supports those children with active learning styles.

Children benefit from appropriate opportunities to develop a healthy lifestyle. Meals and snacks are prepared fresh each day on the premises, and include fruit and vegetables for a balanced diet. Children sit together which makes meals a social occasion. Children pour their own drinks, but do not have the opportunity to lay the tables or serve their own food. This reduces their independence and their ability to learn from taking part in practical activities, such as calculating how many plates they will need, for example. Children learn suitable hygiene habits from well-established routines. Children know that they must wash germs from their hands before eating because staff give clear explanations and ensure that children follow the routine. This helps to minimise the risk of cross-infection. Staff also help children to learn to keep themselves safe, reminding children not to run indoors for example, and giving reasons as to why. As a result, children behave in safe ways, gaining increasing control as they move around. Children take part in regular music and movement activities which support their growth and development and staff include physical activity as a regular part of planning. As a result, children aged under two can develop their crawling and walking skills, and older children enjoy greater challenges with larger climbing equipment. Children develop their small muscles in a range of early writing activities, using pens, brushes and chalk. They also learn to manipulate small items such as drawstring bags or small boxes.

Children's behaviour is good. They know what is expected of them because staff give clear guidance and children can see the main rules illustrated in photographs showing them how to share or tidy up. Children are polite, spontaneously saying please and thank you. They cooperate with their friends when playing and wait for their turn when taking part in group activities. Staff are careful to support children when they move between the age-groups in the nursery, making individual judgements about when they are developmentally ready. When children go to school, staff visit the school with the children, and pass on the learning records. Overall, children gain the skills they need to successfully transfer to the next stage in their learning.

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

The owners and managers of the nursery have a sound understanding of how to meet the safeguarding and welfare requirements. The safeguarding policies and procedures are detailed. They provide staff with clear guidance on the action to take should they have concerns about the welfare of a child. All staff understand how to report concerns and know that the welfare of the child is paramount.

The inspection was brought forward following a notification by an outside agency to Ofsted about a safeguarding issue relating to staff suitability. Ofsted made an unannounced visit and found that the setting did not follow a robust recruitment procedure to demonstrate the suitability of all staff. Ofsted issued a notice to improve to ensure recruitment procedures are sufficiently robust to demonstrate how a clear suitability decision has been made for all adults working with children. Management took immediate action and this inspection found that all staff undergo effective suitability checks as part of the recruitment process. Unchecked staff have no unsupervised contact with children until the checks are confirmed. Managers follow a suitable induction and probation system for new staff to monitor their practice and develop their skills. Documentation such as registers, medication records and children's information are well organised, which underpins children's well-being.

Managers have effective ongoing supervision and appraisal arrangements to support staff in their training and development. As a result, the Every Child A Talker programme is well established and is having a strong impact on children's communication skills. However, the observations managers make of staff practice do not result in consistently challenging targets for other teaching skills, such as supporting children's independence. The owners and managers have taken concerted action to address the recommendations and action from the last inspection, which means that children's safety is now supported well. They have also set well-targeted plans to enhance the outdoor area and develop further the indoor facilities, demonstrating a suitable capacity to improve. Managers support staff and parents to share their views and contribute to the development of the nursery. For example, staff take forward initiatives from their training, such as 'talking tables', and parents now have a buggy park. Managers have effective systems to monitor the learning and development of children. For example, they analyse the tracking documents to check children's progress, enabling them to identify and address any achievement gaps. Overall, this means they take suitable and appropriate actions to improve learning and development for all children.

Parents receive a wide range of information about their child's time in the nursery. Staff give daily feedback about children's sleep, nappies, activities and meals. Parents enjoy regular opportunities to stay for a play session with their child when they can join in with activities alongside their children. This provides opportunities to chat informally with staff about learning and development, or care issues such as potty training. Staff also organise regular parent's evenings. These social events also provide opportunities to facilitate more formal reviews of children learning. Parents share their views with the nursery staff through the comments boxes, questionnaires and daily conversations. They are very appreciative of the care their children receive and comment on the increased confidence and skills their children achieve. Managers and staff have well-established partnerships with the local authority, which means they can easily access support for children with identified additional needs. Nursery staff have a sound understanding of the importance of

devising shared strategies with parents and other professionals to provide consistent support for children's individual needs.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY306334
<b>Local authority</b>	Merton
<b>Inspection number</b>	946292
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Dee's Day Nursery (Wimbledon) Ltd
<b>Date of previous inspection</b>	15/03/2013
<b>Telephone number</b>	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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