

# Dulwich Nursery

80 Dog Kennel Hill, London, SE22 8BD

<b>Inspection date</b>	05/03/2014
Previous inspection date	16/02/2010

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

- The staff and managers have a good understanding of safeguarding procedures as they update their knowledge. There are clear systems in place to ensure children keep safe and secure.
- There is a good engagement between key persons and all parents and carers. This ensures that everyone is kept informed about the children's progress.
- Children benefit from nutritious food, fresh fruit, home-cooked meals and regular outside play, which ensures their good health.
- Children settle well because they develop strong bonds with their key person.

### It is not yet outstanding because

- There is capacity to challenge children's thinking of cultural activities by improving the presentation and planning of adult-led activities.
- Although in most cases children's independence is fostered well, at times staff do not consistently make children aware of the importance of taking responsibility for their environment such as by preparing lunch tables and tidying toys and resources after use.

## 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 observed activities and care practices in the two playrooms and within the outside play area. She conducted a joint observation with the deputy manager, looking at the practice of staff.
- The inspector spoke with the children and staff from each room.
- The inspector held a meeting with the manager, and supporting managers from head office.
- The inspector took account of the views of parents and carers spoken to on the day and read their comments in the children's learning records and parents questionnaires.
- The inspector sampled a range of documentation.

## Inspector

Gillian Cubitt

## Full report

### Information about the setting

Dulwich Nursery registered in 1992. It operates from a purpose-built nursery situated in Dulwich in the London Borough of Southwark. The nursery has two playrooms with associated kitchen, laundry room, toilets and staff room. It is part of the Bright Horizons organisation, and serves staff from the nearby Sainsbury's and families from the local area.

The nursery is open each weekday from 7am to 7pm all year round, closing only for public bank holidays. Children attend for a variety of sessions up to a maximum of 10 hours per day.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 46 children on roll. The nursery supports children with special educational needs and/or disabilities.

There are currently 11 staff, including the manager, working directly with the children. The manager is qualified at degree level in childcare and education. Eight members of staff are qualified at level 2 and 3 in childcare. There are two members of staff who are unqualified. The nursery also employs a cook.

### What the setting needs to do to improve further

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

- enhance children's thinking and awareness of other cultures by improving staff's skills in the delivery of cultural activities to enable children to discover the reasons for specific celebrations
- further develop children's independence by giving older children more daily responsibilities such as preparing lunch tables and encouraging them to tidy away resources after use.

### Inspection judgements

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

Children have support in their learning across all areas of the curriculum. Staff have a good knowledge of how children learn and this means they provide children with a wide range of stimulating activities that capture their interest and motivate their learning. Staff promote children's communication and language skills in a variety of ways. Lively songs, with a member of staff playing the guitar, many story times and daily discussions all

support children's early speaking skills. Staff support preschool children's awareness of shapes, sizes and early mathematical skills through spontaneous play activities in the garden. Children collect a variety of logs and staff help them to build a tower. Staff ask children to think about how they will ensure the tower balances and will not fall down. Children carefully examine the logs for even surfaces, developing their awareness of their environment as well as analysing how many logs they need to construct a tower. Babies have an abundance of age-appropriate activities and resources, which staff display well. Babies happily satisfy their curiosity as they explore the different textures such as shredded paper and shiny sound instruments. Babies also delight in the sensory experiences of painting with their hands. Overall, staff are enthusiastic and they work very well as a cohesive team. They enjoy the fun in exploring and discovering the various activities with the children. There are occasions, however, where some staff do not consistently extend and challenge children's thinking. This is with particular regard to adult-led activities such as making pancakes. Children learn to share the mixing of eggs with flour, which supports their social and physical development but staff do not explore the cultural aspects of the activity, thus limiting children's learning in this respect.

Staff effectively track and assess children's progress. Learning records are accessible for parents to view and regular discussions with key persons keep parents informed about how their children are meeting the expected milestones for their age. Parents feel well informed about their children's progress through daily discussions and regular parent one-to-one sessions. Key persons demonstrate they know the children well and promote equal opportunities effectively. Key persons have a good understanding of where each child is in their development, planning a good range of activities to help them to make progress across all areas. This ensures that children overall receive educational programmes that enhance their learning experience. Regular newsletters keep parents informed about staffing and events. Parents are also encouraged to make use of 'Rocky's lending library', which helps them to continue their children's learning at home.

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

Children's play environment is attractive with plenty of resources and the preschool room opens directly to the garden. All activities and toys are within children's reach, which aids their developing confidence and independence. This is particularly effective in the baby room as there is a range of open-ended resources available, which motivate babies to move and explore their environment.

Children have warm, responsive relationships with their key person. The system of a 'buddy' key person also ensures children build secure bonds with other members of staff. They find out about all relevant information on each child at the start of the child's time in the nursery to help them meet individual children's needs appropriately. This helps children to settle very well, ensuring they feel safe and secure at the nursery. Staff follow babies' individual routines well. Young children have time to feed, sleep and have frequent nappy changes. This meets children's needs as well as the wishes of parents. Daily details are also recorded and available in each child's diary. As children move from toddler to preschool rooms they benefit by having short visits and the children are always welcomed

back if they feel the need. This gently eases children in to their next stage of learning and enables them to make the full transfer only when they are ready.

Children receive reminders of how to play safely, for example as they use their safety mascot and a 'traffic light' system. This helps to remind them to stop and think, helping them to develop an awareness of safety and promoting good behaviour. Children are becoming independent in dressing themselves before going outside and see to their personal hygiene needs efficiently. Children also enjoy the freedom to choose their toys and resources. However, staff do not regularly challenge children's ability to be responsible for their environment, such as tidying up and clearing resources away after use, to make areas inviting for all children.

Children have daily access to the outdoor area. The range of resources available ensures that they enjoy spending time in the fresh air. They enjoy riding bicycles, climbing small apparatus and have fun with group games, which includes everyone. Children have healthy snacks and nutritious meals which are carefully prepared every day, taking particular note of children's dietary needs. Children are also learning how to manage their personal needs such as knowing when they are thirsty and tired. Children know they can help themselves to refreshments and sit and relax when they feel the need, as part of a healthy lifestyle.

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

The new manager is enthusiastic and motivates her staff team well. She has good support from the management team of the organisation to achieve good standards in childcare and children's learning. The manager has a good knowledge of the safeguarding procedures and ensures her staff also are confident in their responsibilities to protect children. All the required records are in place to ensure children's well-being, such as medication administered and accidents. Staff carry out regular risk assessments of the premises to ensure it is suitable for the children, so they keep safe at all times, both inside and outdoors. Regular analysis of accidents means that the nursery environment is a safe place for children. Staff's knowledge and training in first aid also ensures they take appropriate action if a child is unwell or has an accident to protect their well-being. High staff to child ratios and good organisation means that children receive good care throughout their time at the nursery.

The manager has undertaken an evaluation of the setting. The resulting action plan clearly shows the contribution of parents and the creative ways the nursery engages with children to contribute to the process. This helps the provision for children to improve. The recent programme of recruitment shows that the nursery now has a strong team of competent and qualified staff. The robust induction programme, together with regular supervision of new staff ensures that staff aspire to high standards. The system for tracking children's progress is in place. Managers were made aware of a concern regarding the tracking of children's achievement so they made a full review of their practice to ensure all staff monitor children's progress thoroughly. The new manager is effective in carrying out

reviews of staff's practice and checks children's learning journals regularly to ensure all areas of learning are appropriately covered. Consequently, children are making good progress. However, there is capacity for managers and staff to reflect more on their teaching practice with particular regard to planned adult-led activities. For example, where staff explore cultural customs, to provide children with more information to challenge their thinking and give depth and meaning to an activity.

Partnerships with parents are good. The nursery uses a number of methods to involve parents in the nursery. Newsletters, notice boards, questionnaires and emails plus daily verbal feedback ensure parents receive plenty of information about the nursery provision. Management deal promptly with any concerns or complaints to improve outcomes for children where necessary and as part of their good partnerships with parents. Staff also organise parent consultations and discussion sessions to explain the nursery's mission of supporting children's learning through play using the framework of the Early Years Foundation Stage. Staff welcome and implement parents' ideas to improve the nursery garden to enable children to grow and tend plants. This shows the value of parents' contributions. Parents state they are very pleased with the nursery, the staff are very approachable and friendly and parents feel involved in their children's care and learning.

The nursery managers and staff have a good working partnership with other agencies and health professionals should individual children require specific support to meet their needs. The nursery links with local primary schools also helps to smooth children's move to their next stage in their education.

### **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	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>	EY297645
<b>Local authority</b>	Southwark
<b>Inspection number</b>	953015
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	33
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	16/02/2010
<b>Telephone number</b>	0207 738 4007

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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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