

# Eveline Day Nursery Schools Ltd

89A Quicks Road, London, SW19 1EX

## Inspection date

16/07/2014

Previous inspection date

05/03/2013

## 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 broad range of activities and experiences. Consequently, children make good progress in their learning in relation to their age, starting points and capabilities.
- Children benefit from a welcoming and inclusive nursery. They have access to a good range of play materials and resources in all units.
- Children show good levels of confidence and independence and are motivated to learn.
- Staff work closely with parents and use effective systems for communication that ensures that parents and are kept well informed of their child's progress.
- Effective systems are in place for staff recruitment and training of all staff. This ensures children are cared for by suitable staff who provide a safe environment.

### It is not yet outstanding because

- Children learning English as an additional language lack opportunities to see and hear their home language within the environment.

## 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 children in all rooms, spoke to the staff, observed staff in their roles, and viewed the outdoor play areas.
- The inspector spoke to a number of staff to discuss their knowledge of the policies and procedures, and their role as a key person.
- The inspector met with some parents to gather their views about the service they and their child receives.
- The inspector observed play resources accessible to children, and systems used for self-evaluation.
- The inspector carried out a joint observation with the manager.

## Inspector

Patricia Edward

## 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, an office, and upstairs toilet facilities for older children. There is a small outdoor area and staff take children to a public outdoor area nearby. The nursery 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 70 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 two-, three- and four-year-old children. The nursery employs 26 staff. Of these, 17 staff, including the manager, hold appropriate early years qualifications. Seven staff are working towards a higher childcare qualification ranging from level two to level five. 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:

- increase opportunities for children learning English as an additional language to see and hear their home language within the environment.

### Inspection judgements

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

The staff team have a good understanding of the Early Years Foundation Stage. This means they are confident in delivering the seven areas of learning and supporting children's development well. Children's individual learning journeys and scrapbooks are well maintained. They contain information, such as photographs, children's artwork, starting points and tracking documents to support plans for each child. The manager and staff team have a good knowledge of how children learn. They gather detailed information about each child's background, starting points and needs. For example, they talk to parents during the settling-in period and ask them to complete 'All about me' forms. This helps staff get to know children well and provide all the support they need. Children are making good progress for their ages and stages of development, including those for whom English as an additional language. All areas are well set up with a varied range of activities to capture children's interest and development. Staff complete weekly planning for children's individual needs. They complete the required progress checks for children aged

two and share these with parents. They hold parents' meetings twice a year and have regular communication with the parents to share information about their children's achievements and next steps in learning.

Staff promote children's language and communication development. Consequently, children of all ages are becoming skillful communicators. Older children develop confidence as they stand up in front of their friends to share details of the objects that they have brought in during 'show and tell' sessions. Staff promote younger children's developing language through singing sessions. Staff provide regular opportunities for children to practise their early writing skills, and their work is displayed, providing them with a sense of belonging. Staff encourage older and more able children to write their own names and numbers through the use of dot to dot to help them form letters and numerals. The environment contains lots of print to support children's emerging reading development and understanding that print carries meaning. Consequently, children are well prepared for their next stage of learning and their eventual move to school. However, children with English as an additional language lack opportunities to see and hear their home language through music, labeling and books to enhance their acquisition of English.

Staff provide children of all ages with comfortable, well-resourced book corners. Older children enjoy story times and join in retelling favorite stories. Staff talk with the children about what they see and encourage them to participate, developing their vocabulary and counting skills. Staff sit with younger children to look at board books, encouraging them to turn the pages.

Staff promote children's physical development well. Children use the outdoor area regularly, including a well-resourced garden room built since the last inspection. Children enjoy using the wheeled toys, caterpillar tunnel and running around in the area. Staff take the youngest children out for walks to the local park and local environment on a daily basis. Children have daily opportunities to develop their creative arts and design skills through a broad range of opportunities. Staff provide them with a wide range of role-play and small-world resources. This allows them to dress up and take on different roles and characters.

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

The nursery is a bright and welcoming environment, where staff greet parents and children warmly. The good key-person system means staff and children have strong relationships. This also supports children's move into the nursery and between the different units to ensure they settle quickly. Staff treat all children as individuals to ensure their needs are met. Consequently, children's emotional well-being is effectively promoted and children are eager to learn through play. Children are supervised effectively as staff are deployed around the nursery to meet their all round needs including play and sleep. Staff teach children the importance of safety as they practise the fire drill and are reminded to keep themselves safe when going up and down the stairs

Children have daily opportunities to learn about how to respect others and differences.

They celebrate a variety of festivals throughout the year, including Chinese New Year, Hanukah Christmas and Diwali. Staff provide them with a wide selection of posters and play resources reflecting positive images of diversity. All areas of the nursery provide a broad range of resources to support children's learning. Staff organise the various units effectively so that children have ample space to rest, move around freely and use a wide range of resources that promote all areas of learning. This helps children prepare for school and supports their physical and emotional well-being.

Children's behaviour is good. When occasional disputes or difficulties arise between children, staff are close at hand to help them to understand what is expected of them. Adults are positive role models for the children during their play. They teach children about good hygiene routines and ensure that they wash their hands after using the toilets and before meals and snacks. Lunchtimes are a social occasion where staff sit with children at the child-sized tables. They are encouraged to use good table manners and become independent eaters. Staff encourage older children to serve their own meals and clear their plates when they have finished. This helps to enhance their growing independence and prepare them for school. The cook provides a variety of healthy meals so that children are encouraged to adopt healthy eating habits.

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

The management team have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff attend in-house training covering safeguarding and have a clear understanding of the procedures to follow if they have a concern about a child. The nursery is clean and well maintained to ensure children's health and well-being. Staff have attended a range of courses, such as first aid, manual handling and health and safety to enable them to implement the nursery's clear policies and procedures for the safe running of the provision. For example, they implement secure procedures for sickness and medication to ensure staff and children are safe. The management team has a clear understanding of their responsibilities to ensure all of the Early Years Foundation Stage requirements are met. They also have a good understanding of child development and understand how children learn. The management team use this knowledge to make sure that staff provide effective educational experiences that cover all areas of learning. This ensures children make good progress. The environment is safe because an outside agency completes annual risk assessments. Staff are responsible for carrying out daily risk assessments on the premises, equipment, resources and outings. This includes checking the garden before use and counting heads when entering and leaving the outdoor area. Staff supervise children well and maintain the required ratios at all times. Consequently, children can play and learn in safety.

The management team works in partnership with key persons staff to monitor the planning and assessment of children. They support staff to make sure observations are up to date and that children's next stages of learning are being identified and inform planning. The management team ensures the recruitment procedure for staff is effective and involves appropriate checks to assess suitability for their roles. This helps to keep

children safe. Effective supervision, appraisal and induction processes mean both new and establish staff have a clear understanding of their roles and responsibilities. Supervision helps staff to reflect on their practice and identify how to improve. Management uses ongoing monitoring and development plans to tackle underperformance. Staff have a positive attitude to continuous improvement and are encouraged take higher level qualifications. Management and staff have developed good partnerships with parents and the local authority, which is working well. Parents are complementary about the nursery and the support they and their children receive. They state that they are kept well informed and that their children are progressing through discussions, regular parents meetings and newsletters.

## 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>	138215
<b>Local authority</b>	Merton
<b>Inspection number</b>	981892
<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>	50
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Eveline Day Nursery Schools Limited (The)
<b>Date of previous inspection</b>	05/03/2013
<b>Telephone number</b>	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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