

Dee's Day Nursery (Wimbledon) Ltd

2 Mansel Road, London, SW19 4AA

Inspection date	18/12/2014
Previous inspection date	07/01/2014

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 requires improvement

- Children's independence is well supported, enabling them to make choices in their play using an appropriate range of resources.
- Staff place a high emphasis on keeping children safe. They encourage them to hold the rail as they go down the stairs and to help keep their environment safe by tidying away toys after they have finished with them.
- There are good recruitment and vetting procedures to make sure that staff are suitable to work with the children.
- Children benefit from healthy and nutritious meals. A wide variety of home-cooked meals are provided daily, which takes into account any dietary needs.

It is not yet good because

- Staff do not successfully monitor children's involvement in activities and they are not flexible when children show little interest in activities. As a result, children are not purposefully engaged in activities or sufficiently challenged to enable them to make good progress.
- Management does not sufficiently monitor staff performance to make sure that they are fulfilling their roles and responsibilities and enabling children to learn and develop.

- At times, staff group children together in one area and this does not provide sufficient space to enable children to play and learn.
- Staff do not encourage all parents to be fully involved in their children's learning by sharing their achievements at home. This means staff are not gaining a full picture of children's progress.

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 interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and considered their views.

Inspector

Lorraine Sparey

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. The nursery operates from a converted house in Wimbledon, in 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 down to the lower ground floor and to the garden area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 44 children in the early years range on roll. The nursery supports children who have English as an additional language. The nursery offers free early education 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 12 members of staff work with the children, and of these, 10 hold early years qualifications. The deputy has an early years degree.

What the setting needs to do to improve further

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

- ensure that staff performance is monitored and evaluated to make sure teaching is consistent and enables children to make progress
- review how staff plan activities and evaluate their success to make sure that children are effectively challenged.

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

- develop parental involvement to support all parents fully to encourage children's learning at home
- review how children are grouped together at specific times to make sure children have sufficient space to play and learn.

Inspection judgements

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

Children are happy and build positive relationships with the adults and the children. In general, children participate in a range of age-appropriate activities but, at times, staff do not sufficiently challenge children to enable them to make good progress in their learning and development. Staff do not always consider what activities they are providing outside to complement the indoor play and learning. For example, when toddlers played in the garden, staff offered flashcards and a bowl of plastic fruit. The staff wanted children to identify the names and sit on the floor on a blanket to draw, using crayons and paper. However, children showed little interest in any of the activities. Some staff identified they were not sufficiently stimulating for the children to be interested in. When the children returned to the playroom, they were offered the opportunity to draw or explore shaving foam. There was insufficient space for all the children to participate in the foam activity so some were encouraged to draw, but they showed little interest. During the afternoon play in the garden, staff again offered the same activities as the morning. As a result, children wandered aimlessly and staff did not support them sufficiently in their play to enable them to learn.

Older children are independent, show good imagination, and are able to communicate with adults and the other children confidently. They showed great delight and talked about the castle they made with the bricks. Children described how an aeroplane was going to land on the top of their tower. Staff use the 'Every child a talker' programme and have noticed an improvement in children's communication and language skills. Younger children enjoy listening to stories and staff support their use of language through role-play and role-modelling language as they join in the children's play. Staff use props during singing time to motivate children to join in and this supports them; for example, as they counted the numbers of frogs.

Staff gather information from parents about their child's starting points in their learning. They share information about children's welfare needs and basic information about activities the children have participated in. The children's key person completes the required progress report for children aged two to three years. However, staff do not involve parents fully to enable them to support their children's learning at home. Staff complete regular observations and use their knowledge to plan the next stages in children's learning. However, this practice is inconsistent throughout the nursery and some staff are not clear about how to support individual children in the learning activities described on the planning. Consequently, staff do not consistently plan or evaluate to make sure that all children are sufficiently challenged to enable them to make progress. Nevertheless, children do make some progress given their starting points, and some individual children are making more progress than others are. This demonstrates that progress is not consistently good for all children.

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

In general, children move between the play areas choosing what they would like to play with. Staff create a welcoming environment with examples of children's work and visual prompts to help them know what is going to happen next. Staff use small visual cards that help support children who are learning English as an additional language to understand that it is lunchtime or that there is a focused activity time. Consequently, children are comfortable in the environment and are willing to try the activities that staff have prepared. For example, children learned to explore their emotions using different hand puppets. Staff encouraged them to talk about what makes them happy, sad or confused. Some children needed help to understand the different emotions. Later in the day, children could draw their own facial expressions and talked about how they were feeling. This helps children to gain confidence and builds their self-esteem.

Children benefit from healthy and nutritious snacks and meals that are prepared in the nursery kitchen. They take into account children's individual dietary needs and staff talk about healthy food and exercise to promote children's awareness of healthy lifestyles. They regularly use the garden where they can climb and roll, and crawl through the tunnels developing their physical skills. Children are independent in their personal care routines. They are encouraged to use the toilet independently and follow good hygiene routines knowing and understanding why they wash their hands. Younger children's nappy changing is in line with their home routines to make sure they are comfortable. Staff follow children's individual sleep patterns making sure they have sufficient rest.

Children's behaviour is generally appropriate to their age and stage of development. At times, children lose interest in activities and this results in their behaviour deteriorating. However, staff deal with unacceptable behaviour appropriately and encourage older children to take responsibility for their actions. Staff use praise and encouragement to support children in learning the boundaries and expectations and, with younger children, there are visual prompts to help them know what is expected.

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

Management and staff have suitable knowledge of the safeguarding and welfare requirements. They are able to identify potential concerns and provide a safe and secure environment to help keep children safe from harm. All staff receive training on the detailed safeguarding policy which helps them to understand their role and responsibility to keep children safe. There are good recruitment and vetting procedures that enable management to ensure staff have the suitable qualifications and skills for their role and responsibility. There are appropriate supervision procedures that enable management to review staff performance regularly. Management completes regular observations and spends time in the rooms, role-modelling effective teaching methods. However, there are times when staff are inconsistent in their approach. This results in them saying inappropriate comments in front of children. In addition, staff do not consistently challenge children to enable them to make good progress from their starting points.

Management and staff have begun implementing new systems to support them in addressing the previous recommendations. They have been successful in some areas, such as making better use of the outdoor area. They have provided tubs where children can explore and investigate worms, and plant seeds. Children use chalks to practise their early writing skills on the board on the wall. Management and staff use various methods to monitor and evaluate the learning and development requirements. For example, they randomly sample children's learning records, talk to staff about individual children's progress and complete observations. Staff do not always recognise that there is insufficient space to enable children to engage fully in their play when they are grouped together. For example, at different times, staff group older children together in one room. Management implements various systems to monitor and evaluate the whole provision. They are in the process of completing parent questionnaires to gain their views. They meet regularly with staff to discuss good practice.

Staff build positive relationships with parents and carers. When they initially start at the nursery, they are provided with information about nursery life and how their children will progress towards the early learning goals. Parents report that they are pleased with the nursery and that they feel staff are friendly and they adapt to help working parents. Parents are aware of the records that the nursery keep on their children and some have had the opportunity to view these. However, staff do not consistently involve parents in their child's learning. This means that staff do not always have a secure understanding of where the children are and the next steps in their learning that they are progressing towards. There are procedures in place to enable staff to work in partnership with other early years settings and professionals to secure a consistent approach to children's learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962794
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	44
Name of provider	Dee's Day Nursery (Wimbledon) Ltd
Date of previous inspection	07/01/2014
Telephone number	020 8944 0284

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

