

Dicky Birds Nursery

52a Dundonald Road, Wimbledon, London, SW19 3PH



Inspection date

3 February 2015

Previous inspection date

1 March 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children access a broad range of resources and activities that are fun and inviting. This supports them to make good progress in their learning.
- Effective partnerships between parents and nursery staff ensure parents know about their child's developmental progress. This and communications with them, such as the weekly 'Chirp' newsletter, help parents to support learning at home.
- Children form secure attachments with their key worker and other adults. Young children approach a familiar adult for a reassuring hug and babies snuggle up close with an adult to have their bottle.
- There is a strong commitment to staff's ongoing training and professional development. Regular access to training ensures staff are up to date with and know how to implement policies and procedures well.
- Children who have an additional need are supported well. Staff receive extra guidance from the company's special educational needs coordinator and other professionals to help plan appropriate activities and set targets for individual children.
- Children are developing a good understanding about the community in which they live. They make regular trips to the park, a home for the elderly and different places of worship.

It is not yet outstanding because:

- Leaders and managers are at an early stage of improving how they track and monitor the progress made by different groups of children.
- The manager is supporting room leaders to use the nursery's monitoring tools to help ensure practice is consistently of a very high standard.

What the setting needs to do to improve further

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

- fully implement the system to monitor the quality of teaching to ensure practice is consistently of a very high standard in all areas of the nursery
- embed the system for tracking and monitoring the progress made by different groups of children to make sure that any gaps in learning are quickly addressed.

Inspection activities

- The inspectors observed activities across the nursery and in the outdoor area.
- The inspectors spoke to members of staff and children at appropriate times during the day and held a meeting with the provider and nursery manager.
- The lead inspector carried out two joint observations with managers.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The inspectors looked at children's records, planning documentation, the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff / Laura Brewer

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan the environment well to help children make good progress across the seven areas of learning. They observe and assess what children know and can do already in order to identify the next steps in their learning. Staff plan activities according to children's individual needs and interests. Older children arrive at nursery talking about the ice and snow. Staff make the best of this opportunity and bring a bucket of ice into the nursery. They use questions well to encourage children to explore the ice. Children talk about the ice being slushy as it begins to melt. Young children enjoy looking at books with an adult as they sit together in the tepee. Adults encourage children to recall what happens next. Children are excited as they anticipate what they will see on the next page. During water play, babies repeatedly hit the water with their hands so they can feel the water splash on their face. The adult talks about what is happening to help promote children's language and communication skills. Children develop positive attitudes to learning and are gaining the skills they need to be ready for the move to the next age group or to school.

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

Children behave well and are keen to learn because staff have high expectations and offer clear routines and boundaries. Visual aids help the youngest children become familiar with the daily routine and what will happen next. For example, a young child removes the 'sleep' sign and gives to an adult letting them know that he has had his rest. Children have opportunities to be active in the nursery garden or on trips to the park. Children enjoy healthy meals and snacks. Lunchtime provides a good opportunity to be social. Staff encourage children to be independent as they serve themselves and pour their own drinks. Risk assessments are used effectively to ensure all staff have an understanding of their roles and responsibilities to keeping children safe. Older children are gaining a good understanding of how to contribute to maintaining a safe environment as they undertake daily risk assessments in the garden.

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

Leaders and managers have a good understanding of the learning and development requirements and how to keep children safe. Staff know what action to take if they had a concern about a child. Safer recruitment practices ensure staff are suitable to work with children. Systems to evaluate what is working well and what needs to improve are effective. The views of staff, parents and children are highly valued and inform planning. Leaders and managers monitor staff closely and provide support and training to improve practice. Room leaders are beginning to use formal monitoring to help support their staff to improve their practice further, such as providing boys with time to respond to questions to check their understanding. Leaders and managers keep a close check on the progress of individual children and provide extra support for those with identified needs. They are at an early stage of tracking and monitoring the progress made by different groups of children, for example boys and those who speak English as an additional language.

Setting details

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|------------------------------------|------------------------------------------|
| Unique reference number | EY229780 |
| Local authority | Merton |
| Inspection number | 1004576 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 42 |
| Number of children on roll | 67 |
| Name of provider | Dicky Birds Pre-School Nurseries Limited |
| Date of previous inspection | 1 March 2011 |
| Telephone number | 0208 942 5779 |

Dicky Birds Day Nursery was registered in 2002 and is registered on the Early Years Register. It is one of seven settings owned by the company. A maximum of 42 children may attend the nursery at any one time. There are currently 67 children on roll. The nursery is open Monday to Friday between 8am and 6pm for 51 weeks of the year. The nursery receives funding for the provision of free early education to children aged two, three and four. It supports disabled children and those with special educational needs and children who speak English as an additional language. The nursery employs 19 members of staff most of whom have early years qualifications to at least Level 3.

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