

Dee's Day Nursery (Wimbledon) Ltd

2 Mansel Road, London, SW19 4AA



Inspection date	16 December 2015
Previous inspection date	18 December 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have taken effective steps to address weaknesses from the last inspection. The quality of teaching is now consistently strong, which means children make good progress in their learning.
- Adults and children form good relationships. Babies enjoy snuggling close with their familiar adult to listen to a favourite story and younger children look for a reassuring cuddle when they wake from their sleep.
- Children's learning is enhanced when it is time to play outside. Older children dig and look for shells buried in the sand. They decorate newspaper with glitter to make hats as they get ready for their pirate adventure.
- Children are gaining a good understanding of the community where they live when they go on regular trips, such as to the library and the railway station.

It is not yet outstanding because:

- Leaders and managers are at an early stage of looking more precisely at the progress made by different groups of children across all areas of learning so they can identify and quickly address any gaps.
- Adults do not always help children, who are ready to move on, with their skills for writing to see appropriate representations of how words should look.

What the setting needs to do to improve further

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

- use the system to monitor and track the progress made by different groups of children more precisely in order to identify and quickly address any gaps across all areas of learning so children make the best progress possible
- continue to promote consistency in practice by helping children, who are ready to form some identifiable letters, to see words represented appropriately.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day and held discussions with the provider and the manager.
- The inspector carried out two joint observations with the manager.
- The inspector took account of views of parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff HMI

Inspection findings

Effectiveness of the leadership and management is good

Leaders, managers and their enthusiastic staff team have a clear desire to improve. Staff value regular supervision and training opportunities. Leaders and managers monitor the quality of teaching well. This leads to clear targets to help individuals improve their practice. New staff receive a thorough induction and are given extra responsibility, such as becoming key workers when they are ready. A recent interactive training session using activities, such as building an 'every child a talker' tree is helping staff support children's communication and language more effectively. Safeguarding is effective. Staff have a clear understanding of how to keep children safe and what to do if they have a concern. They help children develop a good understanding of how to keep themselves safe, for example the importance of wearing high visibility jackets and road safety when on outings in the community.

Quality of teaching, learning and assessment is good

Adults use information about what children know and can do already to plan a wide range of stimulating activities. Children bake in the role play area, enjoy looking at books and are excited to join in number challenges. The introduction of language groups are embedding well. These sessions help children, particularly those who speak English as an additional language to gain confidence in their communication skills. Younger children confidently explore their environment. Adults support them well in their play. They particularly enjoy activities, such as washing cars when they play outdoors. On occasion, adults do not model good practice by showing older children how words should look as they develop their skills for writing.

Personal development, behaviour and welfare are good

Children behave well as staff set high expectations and know the routine well. Adults provide a warning when there is a change in the routine. For example, they use sand timers to help children know how long they have left to play. Adults use different behaviour strategies well to help those children who find it harder to understand what is expected and why. This helps them to manage their feelings and behaviour well. Children are becoming independent. Younger children take off their shoes when they come in from playing outdoors. At lunchtime, older children confidently serve themselves as they enjoy healthy nutritious meals. Improved partnership with parents means there are better links between home and nursery. Parents value the steady introduction to nursery life and home learning books are helping them know how to support learning at home.

Outcomes for children are good

Children are confident and inquisitive learners who gain a range of skills they need to be ready to move on in their learning, including the move to school. Adults work closely with parents and other professionals when individual children need extra help to catch up with their friends. Leaders and managers are now beginning to look more closely at the progress made by different groups of children in order to help them make the best progress possible.

Setting details

Unique reference number	EY306334
Local authority	Merton
Inspection number	1025640
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	40
Number of children on roll	35
Name of provider	Dee's Day Nursery (Wimbledon) Ltd
Date of previous inspection	18 December 2014
Telephone number	020 8944 0284

Dee's Day Nursery (Wimbledon) Ltd opened in 2005 and is privately owned by a company of the same name. The nursery operates from two lower floors of a large house. Children have daily use of an enclosed garden for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery supports children who speak English as an additional language. The nursery offers free early education for children aged three and four years. It 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 nine staff work directly with the children, and of these, six staff hold appropriate early years qualifications. The provider also employs other staff to support the day-to-day running of the nursery.

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