

New Malden

39 Woodlands Avenue, New Malden, Surrey, KT3 3UL



Inspection date

Previous inspection date

23 February 2017

5 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The managers have a good self-evaluation process. For example, they effectively implement an improvement plan and encourage staff to evaluate daily activities with children to reflect on and improve practice.
- Staff effectively observe and assess children's progress to plan suitably challenging activities. They closely and successfully track children's progress. Children make good progress in their learning from their starting points.
- Staff develop good partnerships with parents and exchange information on a daily basis. Parents' comments about the setting are complimentary. For example, parents feel that their children develop good physical coordination.
- Staff provide children with a wide variety of accessible activities and resources. Children are motivated and interested in activities. They take the lead and follow their chosen play and learning experiences confidently and independently.

It is not yet outstanding because:

- Occasionally, staff do not encourage children to make the most of all activities to help them extend their mathematical and literacy skills further, for those children who prefer to learn outside.
- Staff do not consistently organise routine times of the day effectively to fully engage young children in their learning, such as coming in from the garden and having lunch.

What the setting needs to do to improve further

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

- help staff to make the most of all activities to help children extend their mathematical and literacy skills further, for those who prefer to learn outside
- revise daily routines to ensure young children remain fully engaged in their learning.

Inspection activities

- The inspector sampled children's development records and tracked their progress.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector sampled a wide range of policies, procedures and records.
- The inspector and the manager participated in a joint observation.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of current safeguarding procedures and child protection concerns. The manager regularly monitors the tracked progress of all children to help ensure they are meeting their expected stage of development. This helps her to identify any children making less than expected progress and ensures the right support is given. The management team recruits staff safely, mentors staff and checks their ongoing suitability. For example, the manager regularly monitors staff's practice, using observations and sharing good practice with other settings to support them and identify their training needs. This helps staff to develop and extend their practice, such as through training on how to engage babies and young toddlers. Staff have changed the environment to make resources more accessible for young children. This helps young children to explore and play more easily.

Quality of teaching, learning and assessment is good

Staff help very young children to learn skills that will help them to socialise. For example, from an early age, staff remind children how to share. Staff help older children to learn about the natural world. For example, children hunt for 'minibeasts' and find worms, snails and slugs in the garden. The children use magnifying glasses to look at the similarities and differences of each 'minibeast'. Staff help children to make meaningful observations, using descriptive words that help children to develop good communication and language skills. Staff ask children effective questions to help them think about what they are doing and express their ideas and thoughts.

Personal development, behaviour and welfare are good

There is an effective key-person system. Staff know the children well. For example, staff immediately respond to very young children who need their comfort toy. Staff remind children how to behave well. For example, they tell children to be gentle to their toys and each other. Staff praise children for their achievements and this helps them develop good self-esteem. The manager and staff have a good understanding of risk. For example, staff ensure they deploy themselves effectively across the play areas to supervise children well and remain close by to help them when they need support.

Outcomes for children are good

Babies develop good physical control and coordination. For example, they skilfully fit pegs through the small openings of plastic bottles. Children show good imaginative skills. For example, they pretend they are shopping and writing shopping lists. Then they pour pretend cereal into a bowl and feed their babies. Children are well prepared for their next stage of learning, including starting school.

Setting details

Unique reference number	131804
Local authority	Kingston upon Thames
Inspection number	1061360
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	70
Number of children on roll	129
Name of registered person	Dicky Birds Pre-School Nurseries Limited
Registered person unique reference number	RP902359
Date of previous inspection	5 July 2013
Telephone number	020 8942 5779

New Malden is one of seven provisions owned by Dicky Birds Pre-School Nurseries Limited. The setting registered in September 2000 and is in New Malden, Surrey. The nursery is open from 8am to 6pm on Monday to Friday, for 51 weeks a year. The nursery also offers care before and after school. The setting employs 31 members of staff. Of these, two members of staff hold early years teacher status, two hold qualified teacher status, one member of staff holds a level 4 qualification, 13 staff hold qualifications at level 3 and three members of staff are qualified to level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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