

# Eveline Day Nursery Schools Limited (The)

East Hill United Reformed Church Hall, Geraldine Road, London, SW18 2NR



<b>Inspection date</b>	30 January 2018
Previous inspection date	17 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff make useful observations of children's development and identify what they need to learn next. They effectively plan activities and support children well, overall, to make good progress.
- Partnerships with parents are well established. Staff keep them informed of their children's ongoing learning and progress and are provided with ideas, to continue to support children's achievements at home. Parents comment that children enjoy attending the provision and they value the care their children receive.
- Staff create strong bonds and attachments with children. They ensure that they feel safe and meet their emotional needs well. Children are all very settled and enjoy attending the nursery.
- The leadership team, manager and staff work well together and are aware of areas for future development, to improve outcomes for children.
- Children have good opportunities to develop their early writing skills, to help support their future learning. For instance, they confidently write tickets in the pretend international airport.
- There are good opportunities for children to develop strong physical skills. For example, they learn different ways to move as they participate in sports activities and forest school sessions.

**It is not yet outstanding because:**

- Although staff know individual children's progress well, the manager does not precisely monitor the progress of different groups of children.
- Staff do not make the most out of links with other settings children attend, to improve the consistency of their shared care and learning and further support their progress.

## What the setting needs to do to improve further

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

- enhance systems to precisely monitor the progress made by different groups of children
- strengthen the partnership with other early years professionals in settings children also attend, to help provide a more consistent approach to their shared care and learning opportunities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's development records, self-evaluation documentation, and key policies and procedures.
- The inspector took account of the views of parents through discussions during the inspection.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting and completed a joint observation with the manager.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff keep their safeguarding knowledge up to date and understand their role in protecting children. They have a secure knowledge of the reporting process to follow if they have any concerns about a child's welfare. All staff assess potential risks thoroughly in the learning environment and take steps to minimise any hazards. The manager follows stringent recruitment and induction procedures to help ensure staff are suitable for their roles. Staff attend supervisory sessions, take up opportunities for training and undergo professional development. This strengthens their skills and understanding, and improves the quality of their teaching.

### Quality of teaching, learning and assessment is good

Well-qualified staff provide a warm and homely learning environment for children. Children develop their imaginative skills as they build their own aeroplane and pretend to go on a trip to Canada. They learn to count and explore a range of mathematical concepts, such as size. Older children hear sounds in words and begin to link them to letters. Children develop good communication skills. For example, they are eager to join in at group time, talking about their events and news. Pre-school children demonstrate they can follow instructions, they enjoy contributing their ideas and maintain concentration during activities. Toys are well organised and entice children to explore and make choices in their play. Staff help children to investigate different media. For example, younger children make marks in dough and shaving foam. Older children have fun making patterns with the glitter paint. Babies are keen to explore their environment and enjoy singing time. These activities help children develop curiosity, and build confidence and positive attitudes towards independent learning.

### Personal development, behaviour and welfare are good

Children are well behaved. They learn to share, take turns and be polite and considerate towards each other. Staff routinely offer praise as they recognise children's efforts and achievements. Children follow good hygiene routines. They enjoy a range of healthy snacks and meals, and enjoy playing in the outdoor area. Children develop a good understanding of diversity beyond their immediate family. For example, the environment is rich in positive cultural images, including books and role-play resources. Staff effectively use the local environment to extend children's learning. For instance, they visit places of interest, such as the library and local park.

### Outcomes for children are good

Children, including those who speak English as an additional language, make good progress in their learning and development. They gain the skills they need to be ready for school. Children of all ages develop strong independence skills. For example, babies learn how to eat independently, while older children serve their food and tidy up. They are sociable, talkative and develop good friendships with their peers.

## Setting details

<b>Unique reference number</b>	123143
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	1068442
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Eveline Day Nursery Schools Limited (The)
<b>Registered person unique reference number</b>	RP905858
<b>Date of previous inspection</b>	17 February 2014
<b>Telephone number</b>	020 8870 0966

Eveline Day Nursery Schools Limited (The) registered in 1985. The nursery opens Monday to Friday from 7.30am until 6.30pm, all year round, except for one week over Christmas and bank holidays. The nursery employs 19 members of childcare staff. Of these, one has qualified teacher status, 10 have level 3 and two have level 2 qualifications. It provides funded early education for two-, three- and four-year-old children.

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