

Inspection of Eveline Day Nursery Schools Limited (The)

Seeley Hall, Chillerton Road, London SW17 9BE

Inspection date: 9 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at nursery. They have warm and affectionate attachments with staff and demonstrate they feel emotionally secure. Staff know children well and provide a stimulating learning environment for children of all ages. Babies are very settled. They enjoy cuddles and comfort, alongside a wide range of interesting activities, such as exploring different textures in sensory play or building towers with large construction blocks. They are very confident and growing in independence.

Older children enjoy playing with their room staff, who use children's interests as a starting point for learning. For example, staff have created opportunities following on from children's interest of the arctic after Christmas. Children delight in exploring ice, looking at why and how it melts and what they can do to make it melt more quickly, such as adding salt. Toddler-age children have access to numerous opportunities, including a varied range of messy play and toys, to stimulate their imaginations.

Staff have high expectations of children, who are encouraged to be very independent. Young children feed themselves and develop good physical skills. Older children enjoy very social mealtimes. There is a healthy level of chatter and excitement at the interesting and tasty food, Children show high levels of maturity as they help set up the tables and serve themselves, demonstrating good physical and social skills. Children's behaviour is good; they are kind to their friends and happily share toys and take turns.

What does the early years setting do well and what does it need to do better?

- The manager and staff are committed to providing the best possible care and education for all children. They plan a broad and exciting curriculum that supports children effectively to make good progress from their starting points. This develops the skills they need for future learning.
- Staff skilfully promote children's communication and language skills. For example, staff introduce new vocabulary, concepts and ideas during activities, and they engage children well during stories. Staff caring for babies are positive role models; they describe what children can see and are doing and sing songs throughout the day.
- Children relish in playing outdoors, where they have many opportunities to develop their physical skills. They experience safe risk and challenge as they jump across and balance on tree stepping stones. Additionally, activities such as weekly sports sessions, music-and-movement sessions and forest-school trips further support children's physical well-being.
- Parents are highly valued as partners and speak very positively about the

nursery. They warmly describe the friendliness and professionalism of the staff team and how happy their children are to attend. Staff provide parents with regular updates about their child's progress and involve them in their learning. For instance, older children have homework books to complete with their parents at the weekends with ideas of different activities to extend children's learning at home.

- The manager supervises staff well and, following regular room and peer observations, gives them specific feedback to help further develop the quality of their practice. Staff state the manager helps them to reduce their workload and supports their well-being effectively.
- Staff attend courses to strengthen their skills. For example, they are in the process of completing a course about well-being and state that it has helped them to support the children's self-esteem and confidence as well as their own.
- Staff promote mathematics well throughout the nursery. For instance, staff working with babies provide puzzles for children to explore shapes, and count blocks as children build towers. Older children confidently use number language through play. They count how many snow balls they can make with play dough and correctly match the correct numeral to the number during painting activities.
- The manager and staff monitor children's progress effectively and quickly highlight any areas where children may require more support. Additionally, the manager monitors the progress of different groups of children to identify any areas that could be improved. For example, staff have introduced sports sessions as they noticed some children were not developing as well with their physical development.
- At times, staff miss opportunities to fully support and challenge all children during groups activities, to help them make the most of the learning experience.
- Overall, staff have created an exciting learning environment which captures children's interests and imaginations. However, occasionally activities are not organised as effectively as possible to enable all children to access resources and take part.
- The manager successfully reviews the quality of the provision. She takes into account the views of parents, staff and children to inform future improvements. For example, following parents' feedback, the nursery has recently introduced a library for all children to borrow books to take home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular safeguarding training. They have a good understanding of how to keep children safe and the procedures to follow should they have a concern about a child's well-being. Robust recruitment and vetting procedures are in place to ensure all staff are suitable to work with children and have a clear understanding of their role. The manager and staff undertake regular risk assessments to identify and minimise any hazards. Effective staff deployment means that all children are well supervised and cared for.

What does the setting need to do to improve?

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

- increase ways of fully supporting and challenging children's learning, particularly during group activities, to help all children make the most of all learning experiences
- review the organisation of some activities to ensure resources are accessible for all children to take part.

Setting details

Unique reference number	123083
Local authority	Wandsworth
Inspection number	10072178
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	41
Number of children on roll	62
Name of registered person	Eveline Day Nursery Schools Limited (The)
Registered person unique reference number	RP905858
Telephone number	020 8672 0501
Date of previous inspection	20 August 2015

Information about this early years setting

Eveline Day Nursery School Limited (The) is one of a chain of day nurseries and operates from a large church hall. The nursery is situated in Tooting in the London Borough of Wandsworth. It receives funding for the provision of free early education to children age three and four years. The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks of the year. There is a team of 24 members of staff; of these, one member holds qualified teacher status, two members of staff have an appropriate early years qualification at level 6, and 11 hold appropriate early years qualifications at level 2 and 3.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The inspector completed a learning walk with the manager to understand how the early years provision and the curriculum are organised.
- The inspector observed the interactions between staff and children, and considered their impact on children's learning.
- The inspector sampled various documents, including children's records, staff's qualifications and a range of policies and procedures.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.
- The manager took part in a joint observation with the inspector.

We carried out this inspection 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.

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