

Inspection of Dicky Birds Pre School Nurseries Ltd - Brighton Road

84 Brighton Road, Surbiton, Surrey KT6 5PP

Inspection date: 2 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to enter the nursery. They experience a rich and varied range of opportunities to develop and promote their learning. They confidently and independently choose what they would like to do. Children build warm bonds with staff. Babies benefit from staff who engage closely and enthusiastically with them. For example, babies enjoy exploring sounds and songs with the staff to encourage their social play, listening skills and physical movement. Staff skilfully weave singing into activities and routines throughout the day. Children listen attentively to stories and excitedly join in with familiar phrases.

Children benefit from an environment that is well organised, well planned and helps children to build on their knowledge and skills. Children are motivated to learn and are consistently engaged in purposeful play. Staff use positive behaviour management strategies, such as praise and encouragement. Children understand staff's expectations for behaviour and follow instructions well. Children are reminded of appropriate behaviour, such as walking indoors and sharing resources fairly. Children behave well.

Staff have high expectations for children, who are very sociable with each other and the staff team. Staff encourage children to share experiences from home with their peers. Children feel safe and secure and are extremely confident in this warm and loving environment. Staff genuinely enjoy their time with the children and children demonstrate a strong sense of belonging in this setting.

Overall, the curriculum offers exciting and challenging activities. Children are continuously engaged in play, especially when staff have linked children's learning experiences to their interests. Children have plenty of opportunities to be physically active. For example, all children have daily walks out. They enjoy going to the river and local parks. Older children visit a forest school to learn about nature and to take managed risks.

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

- The manager has high standards and ensures that staff receive plenty of support to help them provide the best possible experiences. She is passionate in her role and constantly evaluates and reviews the environment, making changes where necessary to keep children safe, happy and engaged. The manager and staff constantly reflect on the quality of the provision to raise the quality of the educational programmes.
- Children benefit from close bonds with their key person. Key persons make regular observations and assessments of children. Children's activities closely match their interests and what they need to learn next. For example, older

children learn to recognise their name and staff use routine activities to introduce children to counting. Children and babies enjoy a range of tactile experiences through messy play, which enhances their sensory and creative development.

- The manager ensures that staff have the support and training required to develop, and provides opportunities relevant to the needs of each staff member. The manager oversees children's development to check their progress and to identify if additional support is required.
- Staff support the communication and language development of children. Staff effectively involve children in shared stories. For example, they use props. They constantly ask questions and introduce new words and language. This helps children to increase the range of vocabulary they use in their play and learning. On occasion, staff's eagerness means that children do not always have enough time to express their own views and suggestions.
- Children's health and well-being are supported well. This has been recognised through the nursery attaining a bronze 'Healthy Early Years Award'. Children enjoy a wide variety of freshly cooked meals and snacks, which are provided by the nursery chef. However, children are not always consistently supported in developing their independence and self-care skills further, such as by pouring their own water and using cutlery at lunchtime.
- Children with special educational needs and/or disabilities receive high levels of care and support, specifically tailored to their individual requirements. Partnerships with other professionals involved in children's care are well developed and enable staff to seek support and guidance to help support children and their families.
- Parents speak very highly of the setting and form good relationships with the staff. Staff are supportive of parents and they listen to and help them wherever possible. Managers keep parents informed through regular newsletters, phone consultations and daily updates. Regular meetings take place between parents and staff to share progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear in their role and responsibilities to protect children. They have a secure understanding of child protection policies and procedures and know the possible signs that a child may be at risk from harm. Staff keep their training up to date with current guidance and legislation and wider aspects of safeguarding children, such as the 'Prevent' duty. Staff deploy themselves effectively to ensure children are closely supervised and supported in their care and learning. The premises are safe and secure. The manager completes thorough risk assessments to minimise hazards to children.

What does the setting need to do to improve?

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

- provide children with time to respond to questions in order to fully support them to express their own ideas and suggestions
- enhance opportunities for children to develop their independence and self-care skills, especially during mealtimes.

Setting details

Unique reference number	EY561012
Local authority	Kingston upon Thames
Inspection number	10194133
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	60
Number of children on roll	98
Name of registered person	Dicky Birds Pre-School Nurseries Limited
Registered person unique reference number	RP902359
Telephone number	020 8942 5779
Date of previous inspection	Not applicable

Information about this early years setting

Dicky Birds Pre-School registered in 2018. It is situated on the Brighton Road in Surbiton in the London Borough of Kingston upon Thames. The nursery opens Monday to Friday from 7.45am to 6pm. It offers full day care for children aged from three months to five years, all year round. It also offers wrap-around care for children attending the local community schools.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- The inspector and the manager completed a learning walk around the nursery and discussed the manager's plans and reasoning for the early years curriculum.
- Joint observations were carried out by the inspector and the manager to evaluate the impact this had on the children's learning.
- The inspector observed children at play and assessed the impact of the educational programmes on their learning.
- The inspector held a meeting with the manager and nominated individual about the use of evaluation and how they plan their staff's continuous development.
- The inspector sampled a range of documentation, including policies and the suitability of staff.
- The inspector spoke with a number of parents during the inspection and took account of their views.
- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.

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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