

Inspection of Dicky Birds Pre School Nurseries Ltd – Surbiton 62

62 Claremont Road, SURBITON, Surrey KT6 4RH

Inspection date: 20 October 2021

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children clearly enjoy their time in the nursery. They benefit from a well-resourced environment with a range of exciting play opportunities and resources that encourage them to explore and motivate them to learn. The nursery curriculum takes full account of children's interests. Children behave and play well together. They have a positive attitude towards learning and are eager to be involved in the activities provided. For example, during group activities, children happily explore different textures and enjoy creating a butterfly using paint. Babies enjoy plenty of sensory opportunities, such as messy play, and explore natural resources to encourage their sensory awareness.

Staff support babies and young children well. They encourage newly mobile babies to crawl and help older ones to learn to walk. Babies are encouraged to babble, and staff look at them when they speak to them. Staff are friendly and caring, and children feel safe and secure in their company. They spontaneously approach staff for cuddles or to sit on their lap for a story. Staff respond warmly and enthusiastically. Children and babies develop strong bonds with their key person.

Children have plenty of opportunity to be physically active. They spend lots of time in the outdoor space, where they can balance, climb, dig and explore the sandpit. They have opportunities to learn about how things grow, and plant vegetables and flowers, such as sunflowers. These experiences help children to learn how to care for living things. The manager and staff work exceedingly well together to ensure the smooth running of the nursery. Parents value the commitment of the caring staff team.

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

- The management team work well with staff. They support and encourage staff to continue to develop their professional skills through regular training. Regular supervision meetings ensure that staff reflect on their practice and improve outcomes for children. Staff make good use of their observations to provide children with a broad range of experiences, which build on children's knowledge and what they need to learn next.
- Throughout the nursery, staff sing songs and rhymes to the children, and use story sacks to encourage children to re-enact well-known stories. However, staff do not consistently engage in high-quality interactions, and do not always give children enough time to process and respond to questions before asking the next question.
- Staff use props to bring the stories to life, and encourage children to count, name and sort the foods that the caterpillar eats. Younger children begin to identify shapes as they use shape sorters, and are introduced to mathematical

language, such as 'big' and 'little'. This supports children's early mathematical development.

- The manager and staff have high expectations of children's behaviour and act as good role models to children. They listen to adults' instructions and respond well. Staff praise children for their efforts during activities and participation in daily routines. This helps to raise children's self-esteem and sense of belonging.
- Children engage in weekly forest-school sessions at a nearby site. The nursery has a dedicated and qualified forest-school teacher, who provides children with a rich outdoor learning experience where they learn about nature and take manageable risks. Staff take children on daily outings to places of interest in the local community, such as local parks and to the nearby River Thames.
- All children, including those with special educational needs and/or disabilities, funded children and those who speak English as an additional language, make good progress in their learning from their starting points and for their capabilities. Staff work closely with parents and other professionals to ensure these children get the required level of support they need. Additional funding is used carefully, such as providing children with one-to-one support, to enhance children's learning so they can make good progress.
- The on-site chef prepares healthy and nutritious home-cooked meals and snacks. Children are encouraged to try new foods and learn about the importance of a healthy diet and good oral hygiene. Staff support children's independence skills as they encourage children to serve their food and clear their plates. Younger children learn how to put their shoes on after they wake from their sleep.
- Staff visit children in their homes to help them to settle in to nursery life. Parents comment positively about the nursery. They feel their children make good progress and that the staff are kind and caring. They get daily feedback on the activities their child has enjoyed and their care routines. Staff do not ensure that all parents are informed about their child's next steps in learning, or involved in supporting their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to safeguard children. They can identify the signs that may indicate a child is at risk of harm. They know the procedures they must follow to report any concerns. The management team ensures that staff keep their knowledge up to date, including wider safeguarding issues such as 'Prevent' duty. Arrangements are in place to ensure appropriate documents are maintained, such as accident and incident records. Risk assessments are completed daily of the premises to ensure that they are safe and suitable for children. Managers ensure that they implement effective procedures to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- develop staff's knowledge of speaking and listening strategies to enable them to better support children's vocabulary development
- further develop how information is shared between a child's key person and their parents to enable children's learning to continue at home.

Setting details

Unique reference number	EY316138
Local authority	Kingston upon Thames
Inspection number	10128438
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	69
Number of children on roll	85
Name of registered person	Dicky Birds Pre-School Nurseries Limited
Registered person unique reference number	RP902359
Telephone number	02089425779
Date of previous inspection	14 April 2014

Information about this early years setting

Dicky Birds Pre School Nursery, Surbiton 62 opened in February 2006. The nursery is located in Surbiton, in the Royal Borough of Kingston upon Thames. It is part of The Grandir group. The nursery operates from Monday to Friday, 7.30am to 6pm, every weekday for 51 weeks of the year. The manager has a level 6 qualification, one member of staff has a level 5 qualification, one with a level 4 qualification, 11 are qualified at level 3, and seven at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the provision.
- The manager and the inspector completed a learning walk and discussed how they deliver their educational programme.
- The inspector observed the educational activities and watched the interactions between children and staff indoors and outdoors.
- The manager and the inspector carried out two joint observations and considered the impact on children's learning.
- The inspector held a meeting with the manager, a nominated individual and the area manager about the leadership and management of the setting. She looked at relevant documentation, including staff qualifications and the suitability of staff working with children.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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