

Inspection of Eveline Day Nursery Schools Limited (The)

14 Trinity Crescent, LONDON SW17 7AE

Inspection date: 4 May 2022

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 arrive happily and are warmly welcomed by the caring staff. They separate from their parents and carers with ease and show that they feel safe and secure. Children show curiosity and enjoyment as they explore a broad range of fun and stimulating activities. Staff have high expectations for children's learning and behaviour and consequently children behave extremely well. Children benefit from nurturing interactions from staff. For instance, they offer lots of praise and encouragement for their efforts. This boosts children's self-esteem and helps them to develop a positive approach towards learning.

Babies delight in singing songs with puppets and explore animals in shredded paper. Staff actively join in with their play and support them to learn new words and what noises animals make. Toddler age children have fun playing with water. They discuss sea creatures and staff support them to count and use mathematical language as they play. Toddlers also learn the names of new shapes when exploring play dough and discuss different animal habitats. Older children enjoy making choices when dancing with colourful scarves. There is a real sense of fun as they play and learn. Pre-school children show their inquisitive nature when engaging in planting activities. They demonstrate knowledge of different vegetables and how plants need sunshine and water to grow. All age children show good engagement and that they benefit from meaningful learning.

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

- Leaders and staff implement a clear and well-sequenced curriculum that helps children build on what they know and can do. Staff effectively plan activities to support children to acquire new knowledge and skills in readiness for their next stage of learning. The rich curriculum includes French lessons, forest school and sports sessions. It is evident that children are making good progress.
- Partnerships with parents are a strength. Parents express extremely high levels of satisfaction. They state that they value the loving atmosphere that the dedicated staff create. They also discuss that communication is excellent and they feel fully involved in their children's learning and progress.
- Inclusive practice is securely embedded at the nursery. Children with special educational needs and/or disabilities receive good levels of support. Staff work in close collaboration with other professionals to work on shared targets and to provide continuity of care.
- Children benefit from a wealth of experiences that teach them about equality and diversity. For instance, they celebrate cultural festivals, such as Eid, Chinese New Year and Easter. Staff have discussions with children to create a sense of belonging and teach them to develop respectful attitudes.
- Children have excellent opportunities to learn outdoors. For instance, younger

children develop their balance and coordination when playing on climbing frames and rocking toys. Older children develop their spatial awareness and agility when navigating obstacle courses. This helps to foster children's physical skills and supports them to lead active lifestyles.

- Children benefit from nutritionally balanced and healthy meals and snacks. Food is freshly prepared each day and there are strict arrangements in place to support children with special dietary requirements.
- There is a strong focus on children's well-being and emotional health. For instance, children benefit from weekly mindfulness sessions, where they practice breathing techniques and self-regulation.
- Children learn through a balance of child-initiated and adult-led experiences. They are motivated to learn and demonstrate a good understanding of expected behaviour. They listen well to staff and show good manners.
- Leaders are ambitious and regularly reflect on the service they provide to families. Staff receive regular support and coaching to help them to develop their practice. Staff express they are happy in their roles and feel their personal well-being is well supported. This creates a positive atmosphere for children to learn in.
- The quality of education is good. However, on occasions some staff members questioning skills do not challenge children's thinking skills and learning to the very highest level.
- Children have secure attachments to staff and show good personal development, overall. However, at times staff working with younger children do not maximise opportunities for children to develop their independence. This is particularly evident during personal care routines.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training in relation to child protection and safeguarding matters. They understand the possible indicators that may suggest a child is at risk of harm. Staff know what procedures to follow if they have any concerns about a child's safety or welfare. Leaders use thorough recruitment and vetting procedures to ensure that staff are suitable for their roles. Staff complete daily checks to make sure the classrooms and garden are safe and to minimise any potential hazards. In response to the COVID-19 pandemic, cleaning routines and procedures have increased to try to minimise the spread of germs.

What does the setting need to do to improve?

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

- strengthen staff members' questioning skills to offer children the highest level of challenge in their learning

- enhance young children's opportunities to be independent, especially during personal care routines.

Setting details

Unique reference number	EY438167
Local authority	Wandsworth
Inspection number	10128510
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 4
Total number of places	52
Number of children on roll	77
Name of registered person	Eveline Day Nursery Schools Limited (The)
Registered person unique reference number	RP905858
Telephone number	0208 672 4673
Date of previous inspection	12 June 2015

Information about this early years setting

Eveline Day Nursery Schools Limited (The) registered in 2012 and is in the London Borough of Wandsworth. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 27 staff employed, of whom 21 have appropriate early years qualifications ranging between level 6 and level 2.

Information about this inspection

Inspector

Amy Mckenzie

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 provider and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together to discuss the nursery ethos and intentions for children's learning.
- The inspector spoke to parents, staff and children during the inspection and took their views into account.
- The inspector and deputy manager carried out a joint observation together to assess the quality of education.
- A number of observations were carried out to evaluate the impact of the curriculum and teaching.
- A range of documents were viewed. For instance, staff suitability information and training certificates.

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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