

# Inspection of Dewdrops Play Scheme/Nursery

1-4, The High Parade, London SW16 1EX

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Inspection date: 10 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have secure, warm relationships with staff. Staff help children to settle well, for example by providing activities linked to their interests which they enjoy. Staff interact warmly with children, for example by smiling at them and using lots of eye contact. Staff have high expectations of children. Children gain good understanding of the world. For instance, staff plant and grow tomatoes with them. This helps children to understand how things grow. Staff teach children about sea life and the names of sea creatures. Children have good creative skills. For example, they create their own art from different textures and materials, such as paint, play dough and a variety of natural objects. Children explore different sounds by playing a variety of musical instruments.

Children take turns and learn to share well. For instance, they take turns to serve themselves at snack time. While playing outdoors, children climb up and go down the slide. They act with care and caution. For instance, children know how to use scissors carefully, sit down when eating to avoid choking, and walk in the nursery to reduce the risk of accidents. The curriculum is balanced well. Children make good progress and learn valuable skills in preparation for school.

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

- Staff help children to gain good physical skills. For example, they take children to a local playground each day, where they use different equipment to climb and balance. Children practise their jumping and running skills. Staff play organised ball games with children to develop their throwing and catching skills. Children learn good small-muscle control, for instance as they operate electronic toys and handle play dough.
- Children develop good mathematical skills. For instance, staff sing number songs and rhymes where they learn number names. Staff count objects with children as they play to secure their counting skills. They use mathematical language such as 'more' and 'less' to help them understand quantity.
- Staff teach children to understand and respect difference. For instance, they promote gender equality by asking a parent who is a female bus driver to visit the nursery to talk about her job with the children. Staff discuss and celebrate different special festivals related to religions and culture with children.
- Staff help children to gain understanding of their feelings. For example, they ask children how they are feeling during morning group discussion and teach children how to accept and manage their feelings. Staff provide an area that is softly furnished and calming for children who need or request this at any time.
- Children behave well. Staff explain group rules and reasons why certain behaviour is not acceptable. They use praise to help children behave in positive ways.

- Staff work well with parents. They communicate effectively with parents by giving them daily updates on children's progress. Staff suggest ways that parents can support children's learning in the home. For instance, they suggest going on nature walks with children to support their understanding of the world.
- The manager provides good levels of support to staff. She meets with staff individually to discuss workloads and provides support. For instance, staff have attended different courses, including a course on supporting children's physical development which led to improvements in this area.
- The manager reflects on what the nursery offers to children. She evaluates this with staff and sets clear goals to build ongoing improvements. For example, the manager plans to enhance children's outdoor experiences to support their physical development further.
- Overall, staff teach children good communication, language and literacy skills. For instance, they read a wide variety of stories and teach children new words. Staff sing a range of songs and rhymes with children and this enables them to develop their language skills further.
- From time to time, some children do not respond fully to questions to demonstrate their thinking skills because some staff do not use varied questioning styles.
- Overall, staff help children to develop healthy lifestyles. They provide nutritious meals and snacks and explain the benefits of eating well. Children practise a range of physical skills each day. Although staff have begun to teach children about good oral hygiene, this is not fully developed to promote best outcomes.

## Safeguarding

The arrangements for safeguarding are effective.

Staff view children's safety with high importance. They check all toys and resources regularly to ensure that they are safe for children's use. Staff have effective practice in place to keep children safe, for instance, they apply sun cream on children's skin in hot weather to protect them from the effects of the sun. Staff have good safeguarding knowledge. They are aware of the signs and symptoms of possible abuse. Staff have good understanding of procedures to follow to protect children from harm. They ensure that their understanding in this area is kept up to date by attending regular training.

## What does the setting need to do to improve?

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

- strengthen ways staff question children to develop their thinking and language skills further
- develop children's awareness of good oral hygiene further.

## Setting details

<b>Unique reference number</b>	EY476295
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10214222
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Sheldrick, Sophia Loraine
<b>Registered person unique reference number</b>	RP516501
<b>Telephone number</b>	02087698967
<b>Date of previous inspection</b>	2 August 2016

## Information about this early years setting

Dewdrops Play Scheme/Nursery registered in 2014. It is located in Streatham, in the London Borough of Lambeth. The nursery is open Monday to Friday from 7am to 6pm all year round, except on bank holidays. There are nine members of staff, including the manager, all of whom hold appropriate early years qualifications. The nursery accepts funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## Inspection activities

- This was the first routine inspection the setting received since the COVID- 19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- During the inspection, the inspector went on a learning walk around the nursery with the manager.
- The inspector observed the interaction between staff and children, and spoke with children when appropriate.
- During the inspection, the inspector tracked the progress of several children.
- The inspector checked some documentation and held a discussion with the manager.
- During the inspection, the inspector considered the views of staff and parents.

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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