

# Inspection of Dee's Day Nursery (wim)Ltd

2 Mansel Road, London SW19 4AA

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Inspection date: 24 November 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 of mixed ages keenly arrive and enjoy a healthy breakfast together. Older children enthusiastically show visitors how to register their arrival. They proudly say, 'This is my name'. Key staff provide very young children with lots of cuddles to help them settle. Children are emotionally secure and show that they feel safe. Children benefit from plenty of fresh air and physical exercise. They eagerly engage in activities and the opportunities provided outdoors. For example, children enthusiastically ride bicycles and tricycles, and keenly kick balls. This helps to test out children's physical skills and abilities well.

Children demonstrate positive behaviour. They follow rules, help to tidy away and keenly share toys and resources. Staff are good role models and, for example, encourage children to use good manners. Staff are caring and sensitive in their approach. Children learn how to keep themselves safe. For example, young children learn how to move up and down stairs safely. Staff consistently supervise children to help to maintain their safety.

Children are exposed to a range of festivals and celebrations, such as Diwali and Chinese New Year. Children enjoy outings to the local community and local theatre, to help to promote a positive sense of self within their community. Parents comment positively on children's experiences that help them develop an understanding and appreciation of diversity and what makes them unique.

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

- Overall, staff facilitate children's learning well by introducing, for example, new words and mathematical concepts. Children enjoy mixing paint and keenly talk about the changing colours. They confidently use new words, such as 'experiment' and 'prime colours'. Nevertheless, children do not always have opportunities to initiate their own learning, particularly in the pre-school room.
- Staff successfully promote children's independence and confidence, overall. For example, older children make good attempts to put on their coats and fasten buttons and zips before they go outdoors. Staff consistently praise children for their efforts, which helps promote their sense of achievement and confidence.
- The curriculum for communication and language development and mathematical skills is promoted to a good level. For example, staff use new words, such as 'scrunchy' and 'crunchy', as they describe the textures of leaves, to help to extend children's vocabulary. Staff encourage children to count coloured pom-poms and use mathematical language alongside children's play. Children show a positive attitude to their learning.
- Key staff build very positive relationships with their key children from when they first start. Personal, social and emotional development is at the heart of the

curriculum for the youngest and newest children, to help them to settle quickly and feel emotionally secure.

- Staff gain in-depth information from parents during settling-in sessions to ensure that the individual needs of children are carefully considered. For example, staff find out about children's care routines and what they know and can do for a consistent approach, and help to design a curriculum to meet children's individual needs.
- Parents comment very positively on the care their children receive and the progress their children make over time. They welcome the parent meetings, newsletters and daily communication that the setting provides, to help to further promote positive partnerships.
- The new manager has a clear and ambitious vision for high-quality care and education. The new staff team work very well together and share the ambitious views of the manager and leadership team.
- Leaders successfully follow safe recruitment and induction procedures to ensure that all staff are suitable to work with children. Staff welcome meetings to help to identify their strengths and where areas can improve.
- Leaders recognise the importance of continuous professional development to help to raise the quality of education to an even higher level. Following recent training, staff say that they have improved their storytelling skills. For instance, they say that they now bring stories alive with props and puppets, to help to enthuse children during story time.
- The manager understands the importance of working in partnership with external agencies, such as the early years team and the Merton safeguarding children's partnership. This helps to ensure that all children's welfare and safety is promoted well.
- Children enjoy the stories read to them as it helps to develop a love of books and early reading skills. However, children do not have many opportunities to independently choose books for themselves, particularly in the pre-school and toddler rooms.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to promote children's safety and welfare. They are clear on child protection issues and what signs to look out for. Leaders make sure that all staff keep their safeguarding knowledge up to date. Several staff have also been trained as designated safeguarding leads. This results in staff feeling well supported, as there is always someone available to speak to regarding any concerns. Staff successfully assess risks to help ensure that children are kept safe from harm.

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

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

- provide more opportunities for children to initiate their own learning through play, particularly in the pre-school room
- create more opportunities for children to further develop a love of books and early reading, particularly in the pre-school room and toddler room.

## Setting details

<b>Unique reference number</b>	EY306334
<b>Local authority</b>	Merton
<b>Inspection number</b>	10234925
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Dee's Day Nursery (Wimbledon) Limited
<b>Registered person unique reference number</b>	RP910301
<b>Telephone number</b>	020 8944 0284
<b>Date of previous inspection</b>	8 February 2017

## Information about this early years setting

Dee's Day Nursery (Wim) Ltd registered in 2005. The nursery is based in Wimbledon, in the London Borough of Merton. It is open from 8am to 6pm, every weekday, for most of the year. The nursery receives funding to provide early education for children aged three and four years. It employs seven members of staff and a chef, of whom two hold early years qualifications at level 6, and five staff hold appropriate early years qualifications at level 2 and level 3.

## Information about this inspection

### Inspector

Jane Morgan

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.

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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