

# Inspection of Dicky Birds Pre School Nurseries Ltd – Durham Road

12-14 Durham Road, LONDON SW20 0TW

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Inspection date: 13 June 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</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 inadequate**

Children enjoy exploring some sensory activities. They pat down sand and draw shapes with their fingers. This strengthens children's muscles, which prepares them for early writing skills. However, activities are not child specific. Staff do not consider what individual children need to learn to make progress in their development.

The nursery offers a selection of resources suitable for the age and stage of the children. Pre-school children enjoy imaginary play as they rescue sea creatures trapped in plastic in the water tray. Children excitedly share how they are helping the animals. Staff link learning by reminding children about a book on recycling they had enjoyed together. This alerts children to environmental issues, as well as sparking imaginative play.

Staff from different group rooms take it in turn to use the outside space. Staff take children to the garden in small groups, which means they can supervise children well in this enclosed area. However, resources stay the same all day with no variation for age and stage. Staff encourage children to tidy up when it is time for the next group, which gives children the opportunity to develop independence skills.

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

- The nursery has had a high turnover of staff including within the leadership team. There continues to be a temporary manager in place. Not all staff feel supported in their role, and they do not know who to go to for support. Parents also comment that they do not know who the leaders and staff are at times in the nursery. This has had a negative impact on the smooth running of the nursery.
- Leaders and staff are not clear on how to plan and implement a suitable curriculum. Staff do not have a clear understanding of how to meet the needs of children. Leaders do not accurately review what is working well and what is not. Leaders place too much focus on developing areas of the rooms in the nursery, such as the construction, make-and-bake and quiet group areas. However, it is not clear what they want children to learn from these activities.
- At times, staff can explain how activities will support children with developing new skills. However, not all staff are clear on why activities are set up. Often, staff put out resources for children to play with, but there are no real learning and development intentions considered. Therefore, children do not always have access to meaningful learning.
- Staff with responsibility for children with special educational needs and/or disabilities (SEND) generally work together with parents, staff and outside

agencies. All parties agree targets and work together to achieve realistic goals.

- Leaders know the importance of arranging staff to ensure consistency for children, especially babies. However, staff do not communicate well enough with each other to ensure that children's individual needs are met.
- Leaders describe procedures they have in place to develop staff practice. These are not effective. Temporary and new staff have a mentor, however, mentors and leaders do not challenge poor practice. As a result, there are weaknesses in the nursery.
- Leaders do not identify gaps in staff's safeguarding knowledge effectively. Leaders share that all staff have had 'respectful handling' training, but this is not evident in practice at all times. Staff narrate to children what they are going to do next. They ask children, 'Can I wipe your nose?' However, staff do not always consider how they handle children. Staff sit babies down in the sand or direct them physically to activities when they are engaged in play elsewhere. Although children are compliant and show no signs of distress during these periods, this does not model respectful behaviour.
- Staff do not model to children or identify behaviours where they can teach children how to be considerate of each other. For example, when children are sleeping, there are times that other children climb and sit on them and staff do not rectify this. Children are not learning how to be respectful to each other and develop boundaries.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders provide training for all staff to help them understand their responsibilities in how to safeguard children. Safeguarding training is mandatory, however, monitoring is not effective enough. Leaders do not check that staff fully understand how to identify indicators of abuse in a variety of different contexts. As a result, not all staff have secure knowledge of child protection issues. Most staff know who to report concerns to, however, they do not challenge poor practice. Parents are not always notified or kept informed about minor accidents, despite there being an application system for communication.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
improve the arrangements for the monitoring of staff knowledge, to identify weaknesses and address any gaps in staff's child protection knowledge	14/07/2023

<p>ensure that all staff who have regular contact with children are suitable to fulfil their role, including appropriate manual handling of children</p>	<p>14/07/2023</p>
<p>leaders must ensure that all staff know how to plan and deliver a well-sequenced, appropriate curriculum so that it precisely meets the individual needs and development stages of each child who attends</p>	<p>28/07/2023</p>
<p>improve procedures so that temporary staff employed to work at the setting fully understand their role and responsibilities to meet children's individual learning needs and support their development.</p>	<p>28/07/2023</p>

## Setting details

<b>Unique reference number</b>	EY465156
<b>Local authority</b>	Merton
<b>Inspection number</b>	10291887
<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>	0 to 4
<b>Total number of places</b>	101
<b>Number of children on roll</b>	131
<b>Name of registered person</b>	Dicky Birds Pre-School Nurseries Limited
<b>Registered person unique reference number</b>	RP902359
<b>Telephone number</b>	020 8879 7141
<b>Date of previous inspection</b>	2 November 2021

## Information about this early years setting

Dicky Birds Pre School Nurseries Ltd – Durham Road registered in 2013 and is located in the London Borough of Merton. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are 39 staff members; of these, one holds a post graduate certificate in education and 25 hold relevant childcare qualifications from level 2 to level 3. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Tina Twynham  
Zoe Duggan

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The interim manager and the lead inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The lead inspector spoke with the interim manager about the leadership and management of the setting.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The lead inspector carried out a joint observation of a communication and language activity with the interim manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The lead inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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