

Inspection of Dicky Birds Pre School Nurseries Ltd – Durham Road

12-14 Durham Road, LONDON SW20 0TW

Inspection date: 14 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Staff provide a calm, welcoming and nurturing environment to help children to feel safe and emotionally secure. They support children to transition between rooms. This helps children to settle quickly and build positive relationships with their key person. Children demonstrate that they feel safe and secure. They behave very well and thoroughly enjoy the company of staff and their peers. Children arrive happy and eager to start their busy day.

Overall, staff implement a varied and broad curriculum to help to build on what children already know and can do. They know their key children well. Staff plan a range of experiences and opportunities to help to promote children's focus on learning and to meet their individual needs. For example, younger children concentrate as they fill and empty large metal buckets with sand. Staff encourage children to work out how much sand will balance a set of large scales. Children keenly take turns, negotiate and begin to solve problems.

Leaders and staff recognise the importance of promoting children's good health and a healthy lifestyle. Children benefit from nutritional and healthy meals, and they have plenty of fresh air when they play and learn outdoors. Staff base menus on children's individual dietary requirements and food preferences. This helps to keep children safe and consistently consider their individual needs.

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

- Leaders have focused precisely on making improvements to help to ensure that the actions raised at the last inspection are met. They recognise the recent weaknesses identified and have swiftly dealt with these successfully. For example, staff confirm that they have received training to help them to improve the implementation of the curriculum intent. However, leaders agree that there is still further work to be done to ensure the curriculum intent is embedded securely throughout the nursery.
- Staff welcome recent training, such as to help them to respectfully manage children's behaviour and to further promote children's communication and language skills. However, leaders recognise that some staff's interactions could be strengthened even further to help to promote children's communication and language skills to an even higher level.
- Leaders have appropriate arrangements in place for the supervision of staff to help to provide them with support and training. Leaders regularly check the new knowledge which staff have learned, such as through quizzes and room observations.
- Partnership with parents is effective. Parents comment very highly on the care which their children receive and the progress they make over time. Parents

comment on the improvements in the nursery. For example, they welcome the improved online systems for communication. Parents confirm that they appreciate regular updates, such as what their children learn every day. Staff successfully share information with parents about their children's progress for a consistent approach.

- Children benefit from regular trips to help to promote their sense of self within the local community. For example, they enjoy regular visits to the local library and care homes. Older children have opportunities to experience forest school trips. Staff help to enhance children's opportunities and experiences well.
- Staff create an exciting learning environment to help to support children's full participation and engagement. Children are engaged, keen and motivated learners. For example, very young children enthusiastically explore the textures of foam as they keenly find small-world animals. Children practise their physical skills as they wiggle and jiggle to the songs they sing with staff. Older children act out home experiences as they chop pretend wooden food and play in role at the 'hairdressers'.
- Staff skilfully teach children early mathematics to help them to develop an understanding of early mathematical concepts. During a planned activity, staff confidently use mathematical language such as 'smallest', 'biggest' and 'half full' as they encourage children to count cups of flour and salt when they make dough. Children have a positive attitude to their learning. They begin to confidently use mathematics in a range of situations.
- Key staff liaise with the nursery's and the region's special educational needs coordinators effectively. This helps them to quickly identify those children who may have gaps in their learning. This also helps staff to provide a more specialised and targeted approach for some children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of how to promote children's welfare and safety. They are clear about their responsibility to keep children safe and from harm. Leaders make sure that staff receive training in safeguarding children. Staff know the procedures to follow if they are concerned that a child may be at risk of harm. They are confident in following the procedures for an allegation against staff and the whistle-blowing policy. Staff supervise children during mealtimes and when the youngest children sleep, to help to minimise potential hazards and risk to children. Many staff hold current paediatric first-aid certificates to help them to attend to an emergency quickly.

What does the setting need to do to improve?

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

- continue to embed the curriculum intent so that staff focus more precisely on children's individual learning needs, particularly in the Ducklings room
- strengthen staff's interactions in order for children to hear and use the correct pronunciation and more complex words, to help them to make the best possible progress in their communication and language skills.

Setting details

Unique reference number	EY465156
Local authority	Merton
Inspection number	10303075
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	101
Number of children on roll	93
Name of registered person	Dicky Birds Pre-School Nurseries Limited
Registered person unique reference number	RP902359
Telephone number	020 8879 7141
Date of previous inspection	13 June 2023

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 25 staff members. Of these, 18 staff hold relevant childcare qualifications at level 2 or level 3. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the manager and regional manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- Parents spoke to the inspector, who took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and, on occasion, the regional manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of a group activity with the manager.

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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