

# Inspection of Eveline Day Nursery Schools Limited (The)

East Hill United Reformed Church Hall, Geraldine Road, London SW18 2NR

---

Inspection date: 29 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

The nursery has a clear ethos of care, and children are happy and settled. Staff are attentive and respond to children's needs. As a result, children are confident and thrive. They show an eagerness to share what they are doing and are excited to try new things. Staff generate children's excitement and wonder. For example, they plan and create activities to entice and engage children.

The nursery is calm, and children's behaviour is good. Staff in all rooms set clear expectations and have established routines. This consistency helps children to feel safe and teaches them how to behave. Staff are positive role models and speak to children with kindness and respect. This encourages children to do the same. Staff invite children to show consideration towards others and think about their friends.

Staff know children well. They design and adapt activities to suit the needs of all children, including those with special educational needs and/or disabilities (SEND). Staff make good use of their observations and assessments to ensure that children make progress. Children benefit from a curriculum that is based around their individual needs and learning styles. Staff use topics as a starting point but create and modify activities to suit children.

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

- Staff invite young children to the 'theatre' to hear a story being read. They encourage children's listening skills and introduce new vocabulary to develop their language skills. Staff use props to read and act out a familiar story, and children listen attentively and are captivated. Children remember the story and key words. They eagerly remind staff what comes next and suggest which prop to use.
- Children enjoy the peace and quiet of the sensory room. Children of all abilities enjoy time away from the main rooms, and staff use the room to help children to focus. For example, a small group of children play games together. They know to take turns and give their friends a chance to answer.
- Staff create activities and a learning environment that reflects children's likes and interests. For example, pre-school children benefit from a multitude of learning opportunities after a visit from local police officers. They are highly motivated to search for clues to solve the riddle of the stolen bear. Children use creative thinking and team work to come up with a solution to find him.
- Staff create books for children filled with photos to capture their learning journey. Staff use these books to help children to remember and develop their existing knowledge. Staff monitor children's progress by capturing observations and use this information to plan what children need to learn next. Staff and parents share information. They work in partnership with other agencies to work

towards positive outcomes for children.

- Managers lead by example. They are present in the nursery and know children and staff well. Managers encourage staff to self-evaluate and come up with their own solutions to problems. They offer praise and listen to staff. As such, staff report to feeling happy at work, and their performance is good.
- Staff work hard to provide equal opportunities for all children. Staff adapt their practice for children with SEND to ensure inclusion. Children benefit from staff understanding their different needs and abilities. Children learn to love and be accepting of each other in a positive environment. Staff invite parents and friends into the nursery to share their different cultures and languages. Children enjoy looking at family photos on display in every room, which helps to give them a sense of belonging.
- Staff make good use of the space and plan time effectively to give all children the opportunity to play outside in the garden. Staff are deployed well and communicate with one another frequently. This helps to keep children safe, and they have good levels of engagement from staff.
- Staff have access to some training. Managers check their knowledge through a variety of means. The manager understands barriers to learning and adapts the way in which information is conveyed to ensure staff's understanding. However, managers have not focused training for individual staff to enhance their practice and knowledge of how to support children's learning to an even higher level.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- encourage staff to extend their professional development in order to enhance their existing knowledge of how to support children's learning and development to an even higher level.

## Setting details

<b>Unique reference number</b>	123143
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10301253
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Eveline Day Nursery Schools Limited (The)
<b>Registered person unique reference number</b>	RP905858
<b>Telephone number</b>	020 8870 0966
<b>Date of previous inspection</b>	30 January 2018

## Information about this early years setting

Eveline Day Nursery Schools Limited (The) registered in 1985 and is located in the London Borough of Wandsworth. The nursery opens all year round, from 7.30am until 6.30pm, Monday to Friday, except for one week over Christmas and bank holidays. The nursery employs 23 members of childcare staff. Of these, one member of staff holds qualified teacher status, six staff have qualifications at level 3 and three staff have qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Zoe Duggan

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account in their evaluation of the nursery.
- The inspector observed the quality of the education being provided across the nursery, indoors and outdoors, and assessed the impact on children's learning.
- The manager and staff spoke to the inspector about how they support children with SEND.
- The inspector and manager carried out a joint observation in the sensory room.
- Parents spoke to the inspector and shared their views.
- The manager showed the inspector some nursery documents regarding the suitability of staff.
- The manager joined the inspector on a learning walk and talked to the inspector about 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024