

# Eveline Day Nursery (Geraldine Road)

East Hill United Reformed Church, Geraldine Road, Wandsworth, London, SW18 2QL

<b>Inspection date</b>	17/02/2014
Previous inspection date	27/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The key person approach is well established. Children and staff form very good relationships with each other and, as a result, children feel very secure.
- Children are happy, active learners and quickly grow in self-confidence because of the good relationships they have with staff.
- Partnerships with parents are very good. Parents receive much information about all aspects of the nursery and their child's progress, helping them to be fully informed about their child's learning and development.
- The very good use of displays reinforces children's learning and informs parents about what their children have been learning.

### It is not yet outstanding because

- Staff miss opportunities to promote all children's independence fully at mealtimes.
- Staff do not ensure that the range of resources fully reflects the wide range of languages children speak to support their early literacy skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed and spoke to children and staff, both indoors and outdoors.
- The inspector had discussions with the provider and manager.
- The inspector met with a number of parents to gain their views about the nursery.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector discussed the nursery's self-evaluation form and the improvements made since the last inspection.

## Inspector

Julie Tobin

## Full report

### Information about the setting

Eveline Day Nursery (Geraldine Road) is one of six nurseries run by Eveline Day Nursery Schools Ltd. It opened in 1985 and operates from a church building, which has been converted into a nursery. There are five units, with children separated according to age. The units on the first floor are open plan and separated by low dividers. There is a kitchen, office, staff room, adult and children's toilet facilities and an additional room used for groups of older children. There is a small enclosed outside play area. The nursery is situated in the centre of Wandsworth, South West London. It serves the local and wider areas. There are currently 72 children in the early years age range on roll. The nursery opens each weekday from 7.30am until 6.30pm all year round, with the exception of one week over Christmas and bank holidays. The nursery is registered on the Early Years Register. The nursery receives funding for free education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery employs 28 staff, of whom 21 hold relevant early years qualifications. Seven members of staff are working towards early years qualifications. The nursery receives support from an area manager who holds an early years degree.

### What the setting needs to do to improve further

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

- increase opportunities for all children to develop their independence further by learning to feed themselves and serving themselves at mealtimes
- improve the range of resources to reflect the wide range of languages children speak so children experience a range of books and stories in languages other than English.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy attending the nursery which provides them with a welcoming, vibrant and stimulating environment in which to learn through their play. The environment, both indoors and outdoors, contains resources which are appropriate, well maintained and accessible for all children. As a result, children are able to find the equipment they require and make independent choices from the wide selection available.

Staff work very well as a team to provide children with a programme of education that covers all required areas. However, staff have not strengthened the provision for supporting children's literacy by reflecting the wide range of languages of the children who

attend. Nevertheless, children look at and read a range of books and stories as they use the comfortable book corners independently. They also enjoy sitting with staff while they read stories. Older children are beginning to link sounds to letters. Some are naming and sounding the letters of the alphabet, gaining skills that will be useful when they move on to school.

Children are motivated and eager to learn. They join in activities with enthusiasm, clearly enjoying their time at nursery. Staff encourage children to steer their own learning by allowing them to choose their own activities. They help children to extend and develop their ideas using good teaching techniques which are appropriate for children of all ages. For example, children thoroughly enjoy learning nursery rhymes. Babies move their bodies to the music as staff sing the rhymes and play them on CDs. Staff extend this movement by providing simple instruments. Babies learn they can make a sound and concentrate as they repeat this again and again. As staff warmly and affectionately acknowledge their achievements, babies clap and laugh with them, delighted by their praise. Toddlers learn to count to five as they sing simple number songs. Staff develop their counting further, providing paint for children to make hand prints of fish and counting their fingers. Older children explore letters and sounds, drawing pictures of things they find that begin with different letters. They use this knowledge as they learn to write their name and staff help them write simple labels for their pictures. Staff are skilled at promoting and challenging children's skills throughout the day. They interact closely with children in their play, while allowing them opportunities to explore on their own or to play with their friends.

The staff have taken part in the Every Child a Talker programme and use this knowledge to support all children's developing language and communication skilfully. The indoor and outdoor environment provides rich opportunities for discussion. Pictures and photographs of familiar things that happen during the sessions help babies and children understand rules and routines. The staff respectfully listen to children. They comment on what younger children are doing, giving them time to think and respond. Staff ask older children questions that challenge and extend their learning during adult-led activities, free play and daily routines. Through valuing what children say, staff support them in developing genuine conversations and, as a result, all children are confident and skilled in their language and communication skills.

Staff have high expectations of all children because they find out about what children can do before they start at nursery in order to plan for children's learning needs. Regular and insightful observations of children at play help staff make ongoing assessments of their progress. This process enables staff to plan a variety of interesting and challenging activities which cover all areas of learning. Parents contribute to their child's assessment to share what they have observed their children can do at home. This enables staff to focus and plan for children's individual interests and the next steps for their learning. Staff give good priority to the prime areas of learning for children under three years. Staff use a summary form to complete the Early Years Foundation Stage progress check for two-year-old children and include parents in the assessment. This checking means staff are able to identify when early intervention may be needed to ensure that children receive the appropriate support to enable them to achieve well. There is a thorough system for tracking children's progress and, as a result, staff can clearly see that all children are

making progress from their starting points.

### **The contribution of the early years provision to the well-being of children**

Children are extremely confident and demonstrate a strong sense of belonging in the friendly nursery, which provides exciting indoor and outdoor environments. They settle quickly into their routines and build close bonds with their key person and staff team, who treat them with care and respect. Successful implementation of the key person system ensures that children feel safe and secure in the nursery. Children explore all areas confidently and independently, accessing toys of their choice from the wide range available. Children have good opportunities to develop an awareness of diversity, as they play with figures, dolls and books that reflect positive images. Staff plan activities related to festivals that help children learn about different cultural celebrations.

Staff use the outdoor area throughout the day to promote all areas of learning. Therefore, children can be active in their play and learning. They develop their physical skills and coordination as they climb and balance on the slide and on tyres. They use ride-on toys confidently, building the muscles in their legs. Staff take children to the local park in small groups where there is more space for them to run and further develop their large muscles. Babies benefit from regular walks in the fresh air. They learn about the world around them as staff talk to them about things they can see and hear, such as the aeroplanes flying overhead. Children learn about growing as they plant seeds and bulbs, nurturing their plants in the nursery garden. Staff carry out care routines well. They accompany children to and from the toilets in the hallway and talk to children about why it is important to follow appropriate hygiene practice. Children choose from healthy, nutritious foods which are freshly cooked on the premises. Mealtimes become social occasions and conversations develop as older children busily set the table and serve themselves from large bowls. However, younger children have less opportunity to develop their independence in this way as staff present their food and cutlery to them, already in bowls or on plates.

The environment is clean and well-maintained and the provision inside and outdoors is effectively risk assessed so that children can explore the environment safely. Children benefit from staff support to gain social skills as they learn how to play together and build friendships. Staff ensure all children are involved in shared activities, helping children to include one another in their play. For example, young toddlers hold each other's hands as they play ring games. Older toddlers work together to make pictures of rhymes they have learned, such as 'Wheels on the bus' and each child is represented as a passenger. Outside, children play 'Simon says' with staff; they are thrilled as staff make sure each child has a turn and they all do as that child says.

Photographs and displays are used extremely well throughout the nursery to foster children's well-being and reinforce their learning. Parents bring photographs of special family members as babies start at the nursery. Staff display these at the babies' height so they can see and be reminded of them and this helps them as they settle. All displays feature children's photographs as well as their names, with details about what the children have been learning. This values each child's contribution, promoting their confidence and

self-esteem; in addition, this allows parents to see what their children have been learning. Staff praise children and reinforce the kindness they show to each other. They provide clear guidance for children about what is acceptable behaviour. As a result, children behave well and are kind and caring towards one another.

Transitions in the nursery are well managed because staff prepare children very well. Children visit their new room regularly with their key person before they move. More than one child moves at a time so they remain with familiar friends. Staff tell parents well in advance so they can also support their children with the move. The nursery manager liaises with local schools to share information as children make the move to school. Teachers from neighbouring schools receive invitations to visit to talk to children. This approach ensures children are emotionally well prepared for the moves they make. It provides valuable opportunities for children to meet their future key people and teachers in an environment where they feel comfortable.

### **The effectiveness of the leadership and management of the early years provision**

This inspection was brought forward because of previous concerns about the safeguarding and welfare of children. Ofsted visited the nursery and set a notice to improve that required the provider to update the nursery's safeguarding policy and procedures in line with current legislation. This is now fully in place and, in addition, the management team has put in place extensive training for all staff. This inspection found that the management team understands the responsibilities in implementing the safeguarding and welfare requirements. As a result, arrangements for safeguarding children are fully in place and all staff are clear about their responsibilities for keeping children safe and free from harm. Staff demonstrate a good knowledge of the procedures to follow if they have any concerns about children's welfare and safeguard children well in their daily practice. Robust recruitment processes and the completion of all required checks ensure staff have relevant qualifications and are suitable to work with children. They are well deployed and supervise children closely at all times to help ensure they are safe as they play. Consequently, children's safety is promoted well.

Children make very good progress in their learning and development as staff demonstrate a clear understanding of the learning and development requirements of the Early Years Foundation Stage. The management team uses thorough monitoring systems to make sure that staff promote all children's learning and development effectively. These systems include monitoring of how staff implement observations and the types of questions staff use to support children. All staff work extremely well as a team. Keeping each other informed, they share changing information about their key children and any achievements or concerns. The management team recognises the importance of ongoing professional development and effectively supports staff through regular appraisals and supervision meetings. These identify strengths, areas for development and training needs so staff improve their knowledge, understanding and personal effectiveness. Staff work well with outside agencies involved in children's care. A good, two-way flow of communication ensures children's individual needs are known and met.

The nursery builds close and effective relationships with parents. Staff keep families fully informed about their children's learning and development through daily verbal feedback and written information. Staff make time to talk to parents at the start and end of each session and discuss individual children's care, and achievements and experiences. Parents view their children's learning records whenever they wish and at parents' evenings. They contribute with ideas and observations from home to share effectively children's learning and development. Parents are happy with the care their children receive and confident that children are making good progress in their learning and development. Children have a voice by making choices about what they wish to do and receive effective support in carrying out their chosen tasks. Parents find the staff welcoming and helpful so that their children thoroughly enjoy their experience at the nursery.

Thorough self-evaluation is effective in identifying improvements to promote outcomes for children. The manager, provider and staff are highly motivated and effective in continuously reviewing the provision and developing imaginative and interesting opportunities for children. This approach demonstrates the provider's commitment to making ongoing improvements.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	123143
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	950884
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Eveline Day Nursery Schools Limited (The)
<b>Date of previous inspection</b>	27/01/2011
<b>Telephone number</b>	020 8870 0966

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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