

The Eveline Day Nursery School Ltd

14 Trinity Crescent, LONDON, SW17 7AE



Inspection date 12 June 2015
Previous inspection date 3 July 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children make such excellent progress because they are emotionally secure and genuinely happy at nursery.
- Staff are expert at preparing children for moves in the nursery or to school. Staff work together to share their expertise and knowledge about how best to prepare each children for change.
- Staff are highly skilled at planning activities for individual children. As a result, children enjoy and are passionate about learning new things.
- Management and staff work exceptionally well with parents. Parents are supportive and believe their children's needs are 'extremely well catered for'.
- The quality of teaching is outstanding and children develop excellent problem-solving skills. The pre-school children learn to read and spell short words.
- The highly stimulating environment offers children plenty of opportunities to practise their reading skills both indoors and outdoors. Although experiences for safe risk taking, such as climbing different resources, are not as extensive.
- The manager extensively reviews the quality of the nursery practice. She monitors staff performance and provides staff with ongoing training. This ensures staff continue to support children to make outstanding progress.

What the setting needs to do to improve further

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

- develop further children's exploration and risk-taking skills, such as encouraging children to climb more using different resources.

Inspection activities

- The inspector observed children and staff during activities.
- The inspector spoke to staff and management and completed a joint observation with the deputy manager.
- The inspector spoke to children and parents, taking account of their views.
- The inspector sampled relevant documentation.

Inspector

Sheryll Edwards

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

The nursery environment is extremely welcoming. The babies and children 'love' coming to nursery because the environment is extremely interesting. Children are passionate about learning new things. Staff are outstanding teachers and thoroughly understand the process of how children learn. They plan the most exciting and original activities and the child's choice is always at the heart of what they do. Staff take children's views very seriously and highly value the ideas that children want to include. The management and staff monitor children's progress rigorously. They provide excellent details about children's achievements to parents. Children rapidly progress from their starting points and are extremely ready for the next stages in their learning.

The contribution of the early years provision to the well-being of children is outstanding

Staff teach children how to be independent and, as a result, children have strong communication and social skills. Children are kind and considerate to each other because staff teach them the benefits of resolving conflicts. Children learn how to negotiate and problem solve in difficult situations as staff are excellent role models. To support children's emotional well-being, staff encourage siblings to spend time together each day. Babies benefit highly from a stimulating environment that promotes their learning. They have ample space to crawl and toddle about. Babies choose to play inside or outside because they have their own garden attached to their class. Staff have inspirational behaviour management systems in place. They empower children with encouragement to make 'good choices' and reward children for excellent behaviour. Management and staff use extremely good systems for children who are new to the nursery. For example, staff handle settling-in sessions with great sensitivity. Children feel very secure and form exceptional relationships with each other and staff.

The effectiveness of the leadership and management of the early years provision is outstanding

Management is highly effective as they support staff's professional development with supervision and regular team building exercises. The managers train staff on how to effectively plan and evaluate children's learning. They encourage staff to improve their level of qualification and support this. Management recognises the excellent effect that training has on staff knowledge. The management and staff are passionate about the nursery. They work extremely hard to ensure the atmosphere is happy, productive and stimulating. The manager thoroughly understands her responsibility for safeguarding children. She ensures staff have regular child protection training so they are extremely confident about their responsibilities.

Setting details

Unique reference number	EY438167
Local authority	Wandsworth
Inspection number	838984
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	74
Name of provider	Eveline Day Nursery Schools Limited (The)
Date of previous inspection	3 July 2012
Telephone number	020 8672 4376

The Eveline Day Nursery School Ltd registered in 2012 and is in south west London. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery school is in receipt of funding for the provision of free early education for children aged three and four years. There are 23 staff employed, of whom 14 have an appropriate early years qualification. Of these, five have a level 2 and nine have a level 3 qualification.

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