

Inspection of Dicky Birds Nurseries Ltd - Pelham Road

71 Pelham Road, London SW19 1NX

Inspection date: 3 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff spend time getting to know individual children well. They develop very warm and nurturing relationships with children. All children feel safe and relaxed at the nursery. In the baby room, staff support children to feel confident and try new activities. For example, babies giggle as they climb, row in the boat, and sing songs with staff. Staff use positive facial expressions and language to support children to feel relaxed. Babies display high levels of happiness as they laugh excitedly with friends. As babies arrive at the nursery and meet their key worker, they stretch out their arms for cuddles. Children have high levels of self-esteem.

Staff consider the needs of all children when planning activities. Staff make links between activities to help children to deepen their understanding and use their imaginations. For example, in the pre-school room staff help children to build a fire engine. Children decide to build a ladder for the firemen to climb. They carefully solve problems and use mathematical language to create their ladder. Children feel challenged. Staff identify what children enjoy doing and foster their interests. They encourage children to gain a broad range of skills. Children have positive attitudes to learning. They feel motivated and excited to learn new knowledge and skills.

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

- The nursery is well led. The manager creates a curriculum based on the children's interests, needs and personalities. All staff understand their roles and responsibilities. They share a vision for supporting children to develop their interests and talents. Children are well supported to learn skills and knowledge across all areas of learning.
- Staff have a strong understanding of child development. The training they receive helps them to identify next steps in children's learning. They use this information to plan an ambitious curriculum for all children. Children make good progress. They are well prepared for the next stage of their education, including school.
- Overall, teaching is of high quality. However, there are some inconsistencies in how staff across the nursery support children to make choices. On occasion, toddlers do not receive the support they need to decide what they want to do next. Children are not always able to develop concentration and focus at the highest levels.
- Staff support children to learn new vocabulary. They teach children to have back-and-forth conversations. Babies, toddlers and pre-schoolers hear new language and learn to use it in their play. Children learn to express themselves. They feel excited to share what they know and learn at nursery.
- Staff understand that some children have gaps in their learning. The manager works with staff to identify children who need additional support to reach their

milestones. Children with special educational needs and/or disabilities are well supported. They receive help from other professionals where required. All children reach the best possible outcomes.

- Staff teach children to do things for themselves. For example, they expect children to wash their hands and refill tissues themselves. Some babies pour their own drinks and feed themselves. In the toddler room, children make their own play dough. They scoop, knead and measure. Children feel competent. They have high levels of confidence in their own abilities.
- Overall, parent partnerships are strong. The manager and staff spend time listening to parents and offering advice and support. However, on occasion parents are not always given enough information about children's learning. This limits how parents can extend children's learning at home.
- The manager carries out supervisions on staff. She uses this as an opportunity to arrange continuous professional development opportunities with the manager. Staff are able to continue to develop their teaching practice over time.

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:

- develop staff's practice further to ensure consistently high-quality teaching across the nursery
- strengthen communication with parents to help support them to know what their children are learning and how to extend this further at home.

Setting details

Unique reference number	2670411
Local authority	Merton
Inspection number	10335674
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	53
Number of children on roll	61
Name of registered person	Dicky Birds Pre-School Nurseries Limited
Registered person unique reference number	RP902359
Telephone number	02085438080
Date of previous inspection	Not applicable

Information about this early years setting

Dicky Birds Nurseries Ltd - Pelham Road registered in 2021. It is situated in Wimbledon, in the London Borough of Merton. The nursery employs 20 members of staff, seven of whom hold an early years qualification at level 3 or above. The nursery is open Monday to Friday from 8am to 6pm, all year round. The nursery provides funded early education to children aged two, three and four years of age.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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