

Dee's Day Nursery Ltd

Inspection report for early years provision

Unique reference number	EY350070
Inspection date	13/10/2008
Inspector	Helen Deegan
Setting address	16 Durham Road, LONDON, SW20 0TW
Telephone number	07932 980608
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Dee's Day Nursery Ltd opened under new management in 2007. It operates from the ground and first floors of a house in West Wimbledon close a main line railway station. The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time. The nursery opens each weekday from 08.00 to 18.30 all year round, with the exception of bank holidays and one week at Christmas. All children share access to a secure enclosed outdoor play area. The nursery employs 13 staff, including a cook. Of these, ten hold appropriate childcare qualifications and seven have a first aid certificate. The setting receives support from the local Early Years team.

Overall effectiveness of the early years provision

Children's individual learning needs are not sufficiently well supported because of weaknesses within the planning and the ineffective key person system. The well qualified staff team are deployed appropriately throughout the setting and ratios are easily met. Organisation of some group rooms, along with inadequate furniture and equipment, limits children's ability to independently access a wide range of stimulating activities or to relax in comfort. Children benefit from the setting's approach to diversity. Cultural differences are positively acknowledged and celebrated and staff value children as individuals. For example, they obtain key words to be able to communicate with children who speak English as an additional language.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the key person system to ensure that all children are sufficiently supported to become familiar with the provision and to feel confident and safe within it
- conduct a risk assessment on the premises and take any action necessary to ensure that hazards to children are minimised

To fully meet the specific requirements of the EYFS, the registered person must:

- use the information gained from observing children's development to identify learning priorities and plan relevant, motivating experiences for each child (Assessment arrangements) 07/11/2008
- ensure that the premises and equipment are organised in a way that meets the needs of children, with particular regard to the baby and toddler room (Suitable premises, environment and equipment) 07/11/2008
- ensure that a balance of adult-led and freely-chosen or child-initiated activities are delivered through indoor and outdoor play (Organisation) 07/11/2008

The leadership and management of the early years provision

Managers evaluate their provision and have ongoing plans for improvement. Since taking over the setting a year ago they have made many improvements, but their monitoring has not identified some key weaknesses. Staff record regular observations of the children, but the information is not used to inform the planning. This results in children's individual learning needs being insufficiently supported. A key person system is in place but is not implemented effectively, which results in children not always receiving adequate support to feel confident and safe within the setting.

Staff:child ratios are easily met and most staff are qualified. All staff have a quarterly appraisal and are asked to evaluate their own practice. They are supported to attend further training to update their knowledge where possible.

Parents receive daily written feedback about their children and are well informed via notice boards and newsletters. Parents evenings are held twice a year and parents provide positive feedback about the setting. However, parents are not invited to contribute to their child's development record or to complete an initial assessment. Information about children's starting points to support their ongoing development is therefore not obtained.

Children's safety is protected because several staff have first aid training and appropriate procedures are in place for the recording of accidents, incidents and medication. Staff have a good understanding of their responsibilities with regard to safeguarding children and a clear safeguarding policy is in place. Risk assessments are completed, but the first floor bathroom lock, baby room door, and sand on the toddler room floor present hazards which have not been identified and made safe. Children engage in 'Tots in Sports' activities and can access an indoor physical play room. They have limited access to the outdoor area and their opportunities to learn in this area are limited as a result.

Children's health is supported by the nutritious meals that are provided. They enjoy their tuna pasta bake with vegetables and yoghurt. Home-made soups and cakes are provided, along with fresh fruit for snacks, and a varied summer and winter menu is in place.

Staff are calm and gentle with the children and understand appropriate strategies to manage behaviour in line with the setting's policy. However, some staff have difficulty managing toddlers who struggle to share. Staff provide good support to older children, encouraging them to use their manners and show consideration for one another.

An equal opportunities policy is in place and staff promote this in a range of ways. Various religious festivals are celebrated with the children and reflection of

different race, language, culture, religion and ability is seen within the resources. This helps the children to gain positive messages about diversity.

The quality and standards of the early years provision

Children are provided with limited opportunities to help them make progress across all areas of learning. Staff observe the children, but do not use the information to plan activities which support each child's individual learning needs. Colourful displays of children's artwork, photos and posters help to create a welcoming environment, although some rooms lack sufficient furniture to allow children to play purposefully or relax in comfort. A good range of resources is available, but the organisation of some group rooms does not allow children to independently access a wide range of stimulating activities. Therefore they sometimes struggle to engage in play which does not support their developing ability to become inquisitive, independent learners. The lack of appropriate seating in the baby room impairs staff's ability to comfortably offer the physical comfort and support needed by some babies.

Children learn about the world in which we live via outings to local amenities, such as café's and parks. Displays show children's artwork depicting autumn leaves and vegetables in autumnal colours. Children learn about different countries as they take the nursery teddy away on holidays with them and send back postcards which are displayed on a world map. Poor use is made of the outdoor area to extend children's learning and awareness of nature. Children handle books appropriately and enjoy stories. Older children speak confidently. Children who speak English as an additional language are valued and staff learn key words to communicate with them. However, children are not allocated a key person as soon as they begin at the setting, which impairs the settling-in process and results in some children not being given appropriate support. Staff encourage the children to count, name colours and use simple mathematical language within general play activities and when singing number rhymes. However, opportunities for simple problem solving within everyday activities, such as mealtimes, are sometimes missed. Children are developing their awareness of information technology via the computer and equipment in the role play area.

Children receive healthy and nutritious meals and snacks which reflect their individual dietary and religious needs. Staff complete risk assessments, but some hazards have not been identified and acted upon to minimise the risks to children.

Parents are well informed about the setting and are invited to parents evenings, but they are not involved in assessing their child's development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.