

Dicky Birds

Dicky Birds Nurseries, 62a Claremont Road, SURBITON, Surrey, KT6 4RH

Inspection date	14/04/2014
Previous inspection date	12/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The nursery staff follow robust procedures which give the highest priority to the safety, welfare and well-being of children. Staff are vigilant in their supervision of children, while at the same time allowing them the freedom to explore their environment safely.
- Ongoing monitoring and self-reflection is robust and includes high quality staff supervision, based on rigorous evaluation. Targeted professional development is highly focused on identified areas for continual improvement.
- The key person system is highly effective to ensure accurate assessment of children's ongoing progress and the identification and support of children's specific needs.
- Partnership with parents is very strong, which supports continuity in children's care routines and their individual learning and development.
- Exceedingly good use is made of the outdoor space as an extension of the rich indoor learning environment.

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 activities in all rooms and the outdoor learning environment.
- The inspector held discussions with senior management, staff and children.
- The inspector read documentation with particular regard to the recruitment process and child protection procedures, and sampled a representation of children progress records, policies, and staff training and suitability records.

Inspector

Janet Thouless

Full report

Information about the setting

Dicky Birds Day Nursery, Surbiton is one of six nurseries owned by Dicky Birds Pre-School Nurseries limited. It opened in February 2006. The nursery is located in Surbiton area of the London Borough of Kingston upon Thames. It operates from a purpose built two storey building, which is within short commuting distance of Kingston town centre. There are three main base rooms for babies, toddlers and pre-school age children. The baby room and toddlers are based on the ground floor, with the pre-school room on the first floor. Toilets, nappy changing and sleep rooms are integral to all three rooms and there is a secure outdoor play area. There is also a kitchen and laundry area, an office and a staff room. Meals are prepared and cooked on the premises. The ground floor is accessible to wheelchair users and there are toilet facilities available to meet the needs of disabled users. The nursery is registered on the Early Years Register. The nursery follows elements of Steiner educational ethos. There are currently 110 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery opens at 8am and closes at 6pm every weekday for 51 weeks in the year, closing only for one week over the Christmas period. There are 22 members of staff including the manager. One member of staff is a qualified teacher, one holds an Early Years degree and another member of staff holds Early Years Professional status. The majority of the remaining staff hold early years qualifications.

What the setting needs to do to improve further

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

- extend children's understanding of the world further, for example by providing additional resources that show a variety of people with varying abilities.

Inspection judgements

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

Children are highly motivated and show great enthusiasm as they play and learn. Staff provide an extremely well-resourced indoor and outdoor learning environment which they organise effectively. They do this by creating an environment where children may easily choose from an excellent range of toys and resources that meet their developmental needs. Children make rapid progress as all staff have an excellent understanding of the Early Years Foundation Stage and recognise how children learn through play. Staff complete robust observations to understand children's learning styles and interests, using this information to shape the children's learning experiences. This ensures teaching sharply focuses on individual children's interests and the next steps in their learning.

Children's learning journals clearly show how each child will be challenged appropriately across all areas of learning. This system monitors how well children are progressing in each development area. Parents are totally involved in their children's learning. Staff set special challenges for children to link home life events so these may be extended at the nursery. In addition, a home learning box allows parents to put in their children's observation to share with staff. Parents regularly see the children's learning journals so they know exactly what progress they are making and can complement the learning at home. This two-way process effectively provides continual learning experiences for the children between home and the nursery.

A very good balance of adult-led and child-initiated activities ensure that children are the prime instigators in their own learning. Staff recognise that children have different learning styles and take time to plan for their individuality. For example, many older children enjoy scientific activities. They experiment using a range of materials when planting. They plant cress in sand, cotton wool, foil and soil. Then monitor the growth and engage in many worthwhile conversations on how cress will grow in different conditions. Together they research that tadpoles do not drink, but soak up water through their skin. In addition, they observe the incubation process of eggs and know that in order for the chicks to hatch the eggs need warmth. These types of activities create a great sense of excitement, developing children's critical thinking and problem solving skills. Therefore, children are very well supported in their scientific exploration. Children competently and independently use the computer, camera and various programmable toys to support their growing understanding of technology.

Older children excitedly complete diaries during group time. They draw pictures of what they enjoyed doing at nursery that day, or events that happen at home. They share these thoughts with their friends and staff write their feedback on a speech bubble. Therefore, children are extremely well supported in acquiring very good communication and language skills. They engage in conversations with staff and each other, reflecting on events that are important to them. Children enjoy sensory experiences as staff set out resources in a fun and interesting way. For example, staff add colours of yellow and blue to cornflour to create sand and sea. Children then thoroughly enjoy playing together with animals and mammals in imaginary play, supporting their understanding of different environments.

Provision for sensory play is a key strength of the educational programme for children aged under two years. Well-stocked baskets of everyday objects and materials, which all look and feel different, keep them enthralled as they explore the contents. They explore diverse creative media, such as coloured paint mixed with sand, and use shaving foam, experimenting with their hands. In water play, young children make marks with paint on cellophane; they paint their hands then watch as the colours mix together in water. In addition, children go on local walks to the park taking photographs of the signs of spring. When they return to the park, they take more photographs to compare growth and change over time. Overall, children are developing excellent skills in preparation for their next stage of learning.

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

Children thrive in this welcoming, vibrant and nurturing nursery. The key person system is highly effective in settling children. Key persons have an excellent knowledge of children's starting points in learning, their individual care needs and parents' preferences. In addition, rare staff absence does not leave children unsupported and children are confident to approach all staff equally. Consequently, children enjoy secure, trusting relationships with staff who treat them with care and affection. Young children receive positive and loving interactions from the staff team to enable them to feel reassured and secure. Staff constantly talk with the babies as they provide a running commentary throughout their play and within care routines. They fully support children's individual routines to support their emotional well-being. As a result, children make excellent progress in their personal, social and emotional development.

The nursery offers a very stimulating and well-resourced environment with very good quality resources that are organised attractively. This is an exciting learning space and it gives good access for the children to choose what they want to do. Staff have an exceptional knowledge of how children learn which enables children to explore their surroundings in a way that best suits them. For example, staff know some children spend time trying out different ways of doing things in recognised patterns. They actively encourage those who are interested in transporting things by providing lots of containers for them to fill and carry around, sometimes until they are overloaded. Staff also create dens in outdoor areas using natural resources to support children's imagination and creativity. Staff are deployed responsibly and demonstrate exceptional supervision of the children indoors and outside. They help children to become aware of safety, for example, groups of three children carry out a risk assessment before all children go outside. They use a chart to record hazards and tick when the area has been made safe. For example, they identify a wet slide and know to dry the slide to make it safe and tick the box on their clip board. Staff show a very secure understanding of how to positively respond to children's different behaviour. Children learn about boundaries and how to share with their friends in a way that they understand. Consequently, children's behaviour is exemplary. Staff recognise bilingualism as an asset and promote the use of families' first languages. Parents share words spoken at home; staff use a wealth of resources, such as books in dual language and a picture time line which includes the routine of the day and labels. This promotes a fully inclusive nursery environment, although there are currently less resources that reflect people with varying abilities.

Children follow very good personal hygiene routines which are promoted by the staff's good role modelling and teaching. Children benefit from a wide range of experiences that help them to learn about healthy lifestyles. They eat freshly prepared meals and snacks that are well-balanced nutritionally. At meal times, children serve themselves and pour their own drinks, demonstrating their developing control and co-ordination. They also make healthy choices from the nutritious fruits and vegetables on offer at snack time. In addition, staff make meal times inviting by adding colourful tablecloths, menus and a plant on each table. Children greatly enjoy outdoor play and are physically active. They confidently move, balance and climb on a wide range of apparatus developing good control and coordination. In addition, outside organisations visit the nursery to teach children ballet and tennis. This further promotes children's physical development as they

develop balance, spatial awareness and social skills.

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

A very high priority is placed on children's safety and well-being. The provider makes sure that the manager and staff team have a clear understanding of their responsibility to meet all the requirements, as set out in the Statutory Framework for the Early Years Foundation Stage. Staff regard children's safety and security as paramount. They are vigilant in carrying out regular risk assessments and daily safety checks. Management reflect upon recruitment procedures to ensure these are rigorous. They make certain staff are suitable to work with children, have appropriate childcare qualifications and are highly committed professionals. Children are supervised well and staff deployment is effective to ensure ratios are maintained. Staff effectively use the progress check for two-year-old children and summary reports are shared with parents. This helps staff to identify when children may need early intervention and helps to ensure that children receive the appropriate level of support. As a result, all children make significant progress in readiness for school.

The management team use robust procedures to consistently monitor staff and there are highly effective systems in place for ongoing supervision and appraisals. Staff have all recently attended training in child protection so they are clear in their understanding of their roles and responsibilities to protect children from harm. They are secure in their knowledge of the procedure to follow should they have concerns about a child's welfare. In addition, staff have a thorough understanding of the procedure that they would follow if they had any concerns about the behaviour of a members of staff. This shows that staff are vigilant and not fearful of reporting any concerns, knowing that the concerns will be dealt with effectively by the management team. There are regular opportunities for staff to promote their skills and development and they are encouraged to take responsibility for areas of curriculum and the environment. The staff team have great enthusiasm and commitment towards their professional development and have widened their knowledge and experience through training with a number of staff working to further improve their qualifications. In addition to attending core training such as first aid, safeguarding and behaviour management, staff often access courses to help them better understand and support the individual circumstances and needs of nursery children and families. The provider, manager and staff have embedded rigorous monitoring of children's learning and development, and of the effectiveness of their teaching and of the educational programme. As a result, the staff team is motivated, skilled and enabled to offer excellent quality provision for all children. Therefore, demonstrating an excellent commitment to continuous improvement.

The partnership with parents and others involved in the children's care is excellent. Parents receive extensive information. For example, 'The Chirp' newsletter contains a wealth of very useful information keeping parents up to date about nursery events. Information includes up and coming special events such as Mid-Summer Musical events, Easter Bonnet Parade and a visit from a mobile farm enabling parents to support home learning. In addition, parents are able to read fact sheets on teething or behaviour

management and ask questions regarding their children's care and development needs, receiving guidance and advice from senior management. Parents hold the staff in very high regard and welcome their expertise and all the advice and support they receive. Excellent links are made with other professionals and schools to support children's welfare and help children to make to the best possible progress in their all-round development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY316138
Local authority	Kingston upon Thames
Inspection number	968167
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	110
Name of provider	Dicky Birds Pre School Nurseries Limited
Date of previous inspection	12/10/2010
Telephone number	02089425779

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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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