

Threshers Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	137251
Inspection date	18 July 2007
Inspector	Susan Linda Capon
Setting Address	193 High Street, St. Mary Cray, Orpington, Kent, BR5 4AX
Telephone number	01689 870772
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Registered person	Threshers Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Threshers Day Nursery was registered in 1973. It is a registered charity run by a Board of Trustees. The nursery is situated in St Mary Cray in the London Borough of Bromley. The premises are made up of a large hall, playroom and teaching room with associated toilets, kitchen, office and staff room. There is a secure outdoor play area.

The nursery is registered for 40 children between two and five years at any one time. There are currently 78 children on roll. Of these, 60 receive funding for nursery education. Children attending come from the local community. They may attend on a full or part-time basis. The nursery supports children with learning difficulties and disabilities and English as a second language.

The nursery opens each weekday between 08.00 until 18.00 all year round. It closes for public holidays.

A team of nine staff work directly with the children. They all hold a childcare qualification equivalent to NVQ 2 or 3. Two members of staff hold an NVQ 4 in management. Two staff are currently undertaking the Foundation Stage degree, one staff member is undertaking her NVQ

4 and three staff are undertaking an NVQ 3 qualification. Three regular volunteers also work alongside the staff team on a regular basis.

The nursery receives regular support from the local early years team and area special educational needs co-ordinator. The group are members of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are free from infection and cross-contamination throughout the setting. Staff implement the sound hygiene policy and procedures at all times. A cleaner cleans the premises daily and staff check the toilets at regular intervals, during the day. Staff clean all work surfaces with anti bacterial spray prior to using them for meals and snacks. They use good routines for changing children's nappies. All nappy changes are fully recorded and the information is shared with parents.

Children use good hygiene routines during the day. The pictorial notices in the bathroom remind them to wash their hands after using the toilet and where to place their used paper towels. Children know they wash their hands before meals and snacks to "stop them getting germs". Staff help younger children to develop good hygiene routines from an early age as the children wash their hands after their nappy change.

All staff are aware of safe food handling procedures and ensure they wash their hands before preparing any food for the children. All food is appropriately stored, prepared, cooked and served to prevent cross-contamination and infection.

All medication administered to children is fully recorded. Parents give written consent and all medication is labelled and stored out of children's reach.

Staff manage accidents well and maintain good records which they share with the parent. First aid qualified staff are always on site, during the day and a suitable first aid kit is readily available while being inaccessible to children. Some incidents are not recorded additionally to the accident record. This prevents staff from monitoring possible ongoing situations and protecting the children from future incidents.

Parents know they must not send their child to the setting if they are unwell. Staff follow sound procedures for notifying parents if their child becomes unwell while at the setting. Suitable arrangements ensure the child is comfortable, monitored and separated if necessary to prevent the spread of infection.

Children are developing a good understanding of the importance of keeping themselves healthy through regular physical play and healthy eating. They enjoy outdoor play on a regular basis, using a wide range of equipment. The children develop their climbing and sliding skill using the large apparatus and their pedalling skills as they ride the various bikes. Staff ensure all the children wear hats and sun cream during the hot, sunny weather. The children are developing an understanding of how their body works as they take a rest or drink after running around in the hot sun. Shaded areas with additional toys are available to enable children to relax and keep cool.

Children freely access fresh drinking water throughout the day. Disposable beakers prevent cross-contamination and infection.

All the children enjoy healthy, nutritious, freshly cooked meals each day. The varied menus include vegetarian options and take into account individual dietary needs. All food provided has limited salt, fat and colouring additions. Packed lunches are suitably stored during the hot weather.

Children enjoy healthy snacks each day. A choice of fresh fruit, raisins, plain biscuits and scotch pancakes are available. A choice of milk or water are also available. Staff no longer provide juice and sweets, helping to keep children's teeth and gums healthy.

The snack bar system enables children to decide when they are ready for their snack and supports children well who have not eaten breakfast. Staff support the children as they talk to them about the day's events. Younger children develop confidence to speak in a small group and share their news.

Children sit together in small groups for lunch and tea. They enjoy the social occasion as they sit together with the staff. The children are encouraged to help clear their dirty plates and utensils away between courses.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children spend their day in a warm, welcoming environment, making them feel at home and part of the group. Staff decorate the premises with the children's work, posters and photographs. The premises are light and airy. Additional ceiling fans help to keep the area cool during hot weather. The playground and main hall are shortly undergoing refurbishment, ensuring the premises are suitable and safe for the children's use.

Staff organise the premises well, making full use of all the available areas. Children move around freely between the activities and outdoors. Suitable areas are available for "messy" play, activities, resting, sleeping, eating and time outdoors.

Children access a good range of toys, equipment and activities on a daily basis. This equipment meets all areas of development for the children currently attending. Curriculum plans ensure all toys and activities are regularly rotated and accessible to all children throughout the week, taking into account those attending on a part-time basis. Staff check all equipment before use, discarding broken or damaged equipment immediately to prevent accidents.

Staff follow good risk assessment procedures, ensuring the premises are safe and secure each day. For example, electric sockets are covered and the main gate is secure. All cleaning materials are stored in a locked cupboard inaccessible to the children. The electrical equipment is checked for safety annually.

The premises are safe and secure at all times. The new perimeter fence and locked gates prevents people accessing the site unnoticed. A CCTV camera helps office staff monitor the outdoor area during the day, keeping children safe and secure at all times. All visitors sign in and out of the premises and are never left alone with the children.

Staff regularly undertake fire evacuation drills with the children each term to ensure everyone is aware of their individual role and responsibilities. They ensure all children are included by

doing this more than once during a week. Staff maintain suitable records. Children enjoy some local trips to the nearby park for nature walks and occasional coach trips. Staff risk assess the venue, checking the safety and suitability for the children. The group maintains good adult to child ratios in line with the group's policy and procedures. Suitable transport services ensure the children's safety.

Staff are experienced, trained and knowledgeable in managing child protection issues appropriately. They develop excellent relationships with parents, helping the family to feel supported when required. A sensitive approach enables staff and parents to work together and with other professionals. This ensures the safety of the children at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attending the group. They quickly separate from their carer and choose an activity from the readily available selection on offer throughout the day. The children are developing good relationships with the staff and making close friends with other children attending the setting. They are developing independence skills as they learn to use the potty or toilet, put on the dressing-up clothes and feed themselves at mealtimes.

Staff support the children's learning well through a balanced curriculum, incorporating the Foundation Stage and Birth to three matters framework. They observe the younger children identifying their progress and development, using this information to plan for the future. Staff develop good relationships with the children, enabling them to gain an insight into the child's home life and individual needs.

Staff group the children appropriately throughout the day. They ensure younger children only spend short periods of time in whole group situations relevant to their age and stage of development. This enables the younger children to develop confidence and progress in the setting with full support from the staff and their individual key worker.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards all the early learning goals as they move through the stepping stones. They are keen, interested and motivated to learn as staff provide a good range of accessible activities, toys and equipment. Children are learning the rules of the group as they play co-operatively, take turns and share the equipment. They are sensitive to other children's needs as they let younger children play with toys first before taking their turn. Children are able to concentrate for long periods particularly at activities of their own choosing. For example, puzzles and water play. They are confident to discuss their feelings with staff particularly when they do not like the vegetables on their plate or having sun cream applied for outdoor play. They enjoy being a helper for the day. Children are developing their independence skills as they choose their own snack and use the toilet independently. They have limited opportunities to develop their independence skills at mealtimes and snack times as staff serve the food and pour the drinks.

Children use good language skills as they play, talk to one another and the staff. They are able to make themselves understood as they negotiate and share their ideas as they play together. All the children enjoy stories both at group story time and looking at books in the book corner. They enthusiastically join in with the Bear Hunt. The children enjoy singing songs and rhymes with some singing their favourites as they play together. For example, the wheels on the bus.

They also enjoy singing Twinkle, twinkle, chocolate bar at group time. Staff help children to develop their awareness of different sounds through the use of phonics. Many children can identify different words beginning with a particular sound. They have opportunities to develop their mark making and writing skills throughout the group. Some children are able to write their name with recognisable letters using the chalk and slate board.

Children are developing a good understanding of mathematics. They can competently count to 10. Children recognise the numbers one to nine and are aware of sequencing. They enjoy using addition and subtraction skills as they sing songs and rhymes and discuss the number of people and elephants in the story book. Children are developing an understanding of positional language as they move over and under the large apparatus and in front and behind as they line up to go outdoors to play. They are developing their awareness of quantity as they measure the ingredients for making bread and play dough. Children and staff discuss empty and full, big and small as they play with the sand, dough and water.

Children enjoy exploring their environment indoors and outdoors. They enjoy looking at the mini beasts in the garden and growing plants. The children are aware of the importance of water to help plants grow big and strong. They enjoy discussing the changes as they mix the ingredients to make the bread and are confident to predict what they think will happen next. Children are aware of where they would go to post a letter, withdraw some money and buy food and drink. They know how to use a bus or train to travel to different places. The children are developing good computer skills as they competently use the mouse to select a programme of their choice. They enjoy discussing past events with the group. For example, one child explained how a jelly fish stung them when they were on holiday. Other children explain to staff that real Woodpeckers can fly when looking at the wooden toy in the play box.

All the children are developing good physical skills using both large and small muscles. They confidently move around the premises, using good co-ordination skills and spatial awareness. They play imaginatively as they pretend to be different animals or cook meals in the home corner. The children use large play apparatus safely. Children handle a range of different tools and equipment competently. For example, they can cut with the scissors and fill the buckets with sand. Some are able to throw and catch a ball.

Children enjoy exploring the resources using their creativity and imagination. They recognise a range of different colours, including the primary colours. Children enjoy exploring different shapes recognising circles, stars and triangles. They use their imagination as they move to music, make up their own games in the home corner and when they participate in the varied art and craft activities.

Staff plan a balanced curriculum using long, medium and short term planning. A topic based theme is covered each term, providing suitable activities, incorporating all the early learning goals equally. There is a good balance of adult led and free choice activities enabling the children to learn through play. Staff have a good understanding of the stepping stones and support the children progress and development well. They use open questions, encouraging the children to think for themselves. Regular observations enable staff to incorporate the individual needs of each child into the curriculum plans as they identify the next steps for progression. Focus activities take into account the more and less able children. Staff currently evaluate the planning verbally. No formal written information is available for future reference. Parents see the well-written report when their child moves on to school. Parents are aware they can see their child's records at any time. Some additional opportunities to share information are available through coffee mornings and open days. However, more work is needed to ensure all parents

receive regular up to date reports about their child's development and progress taking into account individual needs.

Helping children make a positive contribution

The provision is good.

Staff treat each child as an individual. They incorporate individual needs including diet and routines into their day as required. All families are valued and respected making them feel part of the group. Children attending come from a range of cultural backgrounds. The staff team includes staff from ethnic minorities, providing positive role models for the children. The group particularly supports children and families in need well. They have a good understanding of their role in developing good relationships with all parties involved.

All the children access a good range of toys, equipment and activities, promoting positive images for all areas of equal opportunities. They enjoy learning about other cultures and the world about them through the curriculum. For examples, festivals including Diwali and the Chinese New Year. All the resources are available to everyone. For example, girls enjoy playing with the train set and boys enjoy cooking in the home corner. Children with disabilities are encouraged to participate fully in all activities and particularly enjoyed sports day.

New children settle quickly. The sensitive staff provide excellent support to children attending on emergency placements, enabling the children to feel at home and confident in the setting. This in turn enables their carer to feel confident to leave the children, knowing they are safe and secure.

Children with learning difficulties and disabilities benefit from the experienced and knowledgeable staff support. All children are encouraged to develop to their full potential. Staff provide individual education plans and work closely with other professionals when required to provide continuity of care. All staff are informed and updated about the procedures. Staff incorporate Makaton signs and signing throughout the day. This enables all children to be fully involved and learn the routine of the day. The 'What's in the box' activity supports the children's individual learning and development in a fun way. Children with English as an additional language also benefit from this approach.

This is a positive approach. The children's spiritual, moral, social and cultural development is fostered.

The children behave well. Minimal behaviour management was required during the inspection. Staff competently use a calm, consistent approach when required to remind the children of the rules. The children are learning the rules for themselves and are developing an understanding of why the rules are in place. For example, they know they should not run indoors to prevent accidents.

The partnership with parents is good. Staff work hard to develop and maintain good relationships with all parents. Parents find the staff team friendly, approachable and helpful. They receive good information via regular newsletters, curriculum planning, notice board and the group's policies and procedures. Their children enjoy coming to the group and appear to have a good time. Parents receive daily verbal feedback when they collect their child. Parents are aware of how to make a complaint.

Staff provide a well-organised notice board for parents including additional information linked to speech and language clinics and domestic violence help and advice. They encourage parents to make their own suggestions or comments anonymously and through the appraisal system.

Organisation

The organisation is good.

A suitable staff team care for the children each day. They are all qualified, some to a high level, enabling children to receive good quality care. Additional volunteers support the staff team on a regular basis. All staff and volunteers undergo rigorous checks to ensure they are suitable to work directly with children. Students are fully supervised and made aware of the rules of the setting through the good induction procedures in place.

The staff work well as a team throughout the day. They know their individual role and responsibilities. They cover for one another when required. For example, move to another play area when staff are managing an accident or speaking to parents. This ensures the children are correctly supervised at all times. Suitable rotas for shift patterns ensure the correct adult to child ratios are always maintained, keeping the children safe and secure.

The manager and her deputy work as supernumerary staff, enabling them to provide sickness and holiday cover in the group if required. They also cover staff breaks and lunchtime periods. The group cook enjoys working directly with the children when she is not required in the kitchen preparing the meals.

Good registration procedures for children and staff ensure staff know exactly who is on site at any time. This is particularly important in case of an emergency. Arrival and departure times for all staff, children and visitors are incorporated in the record. Registers are formally called for morning and afternoon sessions in addition to head counts during the day as an additional check.

The leadership and management is good. The manager is a good role model to the staff. She has a clear understanding of the importance of meeting the National Standards at all times. The manager is aware of the groups strengths and areas for improvement. Staff appraisals enable her to discuss and arrange additional training opportunities to help staff develop their skills and child care practice where required. For example, all staff have completed behaviour management training as the previous report reflected poor practice in this area. Staff are encouraged to identify their own strengths and these are considered when implementing the curriculum or taking on additional roles and responsibilities within the group. The group are currently undertaking accreditation which has assisted in recognising areas for improvement and raising their practice within the setting. Management has a clear vision to complete this accreditation and provide outstanding care in the future.

Records are generally well-maintained and detailed. They are only shared with the relevant parents and are fully secured to maintain confidentiality at all times. Well-written policies and procedures underpin the care, well-being and safety of the children attending. The group keep abreast of changes to the National Standards ensuring they make the inspection report and complaints record readily available to parents.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The group have worked hard to improve their provision as required by the last inspection.

Staff have attended behaviour management training to ensure they manage the children appropriately, taking into account the child's age and stage of development. They now promote positive behaviour and find the children behave well.

Formal staff appraisals are now in place. these are reviewed annually, identifying any specific areas for improvement where required. Children benefit from staff developing their child care skills through attending up to date training.

Plans for the day to day use of the premises have improved, ensuring children have full use of the whole premises throughout the day. This enables staff to meet the individual needs of all the children attending particularly providing small group opportunities which help to develop the children's confidence.

Staff now plan the curriculum well incorporating next steps for improvement effectively across all areas of the early learning goals. The regular observations now identify the next steps, enabling staff to help children to develop and progress appropriately at their individual rate. Staff key work the children, ensuring they can contribute to the child's assessment.

Documentation has been updated to include suitable procedures for managing situations of lost children. This ensures the children's safety at all times.

The group have extended opportunities for the parents to share their child's records of progress and development. Parents are aware they can see their child's file at any time although some appear unsure about meeting with the key worker to do this. An additional recommendation has been raised for the group to continue to explore this area, developing ways of ensuring all parents are fully included.

Complaints since the last inspection

There has been one complaint made to Ofsted since April 2004. On 21 December 2006 a concern was raised about safety at the setting. This relates to National Standard 6: Safety. Ofsted conducted an unannounced visit to the provider's home address and found that the provider was not meeting National standards 2, 6 and 14. Ofsted issued actions under National Standard 2, 6 and 14. On 31 January 2007 Ofsted received the providers actions set reply letter, stating that they have put into place the actions set. Ofsted therefore took no further action in this matter. The provider remains qualified for registration.

The provider is required to keep a record of all complaints which should be made available to parents on request. This record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend the children's opportunities to develop their self-help skills at meal times and snack time. (This also applies to Nursery Education).
- ensure all incidents leading to an accident record are also recorded in the incident file, enabling staff to monitor ongoing situations and take appropriate action when required.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop opportunities for all parents to receive regular feedback relating to their child's development and progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk