

Threshers Day Nursery

Inspection report for early years provision

Unique reference number	137251
Inspection date	05/03/2009
Inspector	Susan Linda Capon
Setting address	193 High Street, St. Mary Cray, Orpington, Kent, BR5 4AX
Telephone number	01689 870772
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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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 toddler room, pre-school room and teaching room with associated toilets, kitchen, office and staff room. There are two secure outdoor play areas, enabling toddlers and pre-school children to play separately.

The nursery is registered for 40 children between two and five years at any one time. There are currently 60 children on roll. 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/or 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 10 staff, including the manager, work directly with the children. They all hold a childcare qualification equivalent to National Vocational Qualification (NVQ) at level 2 or 3. Two members of staff hold qualifications in leadership and management equivalent to NVQ to level 4 and 5. One staff member is currently undertaking the Foundation Stage degree, while the nursery manager is undertaking a Bachelor of Arts in Early Years Professional Status qualification. The nursery also employ a lunchtime supervisor, cook and cleaner.

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

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The children's individual needs are well met for the majority of the time, enabling them all to make good progress through the early learning goals at their personal rate of development. The staff team work well together, implementing a balanced programme of activities, keeping the children challenged, occupied and interested every day. The groups inclusive practice is excellent with all children and families fully included and supported at all times. The nursery carry out a good self-evaluation of themselves and the setting, ensuring ongoing improvements are made and their practice regularly reviewed. This includes, identifying additional training needs or changes to working practises to improve the care provided for the children attending. The nursery team are continually working to improve relationships with all parents to promote continuity of care and support for all the children and their families, using their facility.

What steps need to be taken to improve provision further?

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

- continue to develop the use of observations undertaken ensuring all staff understand how to use these effectively to support each child's ongoing development and progression.
- ensure children's opportunities to extend their creative development are not thwarted by too prescriptive adult led activities.
- ensure the attendance of students in the setting does not impact on the children's learning and developmental needs.

The leadership and management of the early years provision

The manager continues to work hard to improve all areas of the nursery, offering children attending good quality of care at all times. She monitors the staff team through regular appraisals, identifying their personal strengths and weaknesses. Staff receive good support and additional training opportunities to continually update and improve their childcare skills, providing better care for the children attending. Changes to the organisation of the available space has enabled the nursery to improve the learning opportunities for the children. For example, the younger children enjoy a higher staff ratio and feel less intimidated as they play in their own outdoor area. All the children are well safeguarded through the implementation of rigorous employment checks, ensuring all staff are suitable to work with children. Good induction procedures for new staff and students ensure everyone is fully aware of their personal role and responsibilities, during the day. Children are never left unsupervised with un-vetted persons, ensuring their safety at all times.

The nursery staff continue to informally self-evaluate the provision it offers to parents and their children well. Ongoing risk assessments of the premises indoors and outdoors and the annual outing to New Barn Park are fully implemented, keeping children safe from unnecessary accidents at all times. Inclusive practice is high on the group's agenda as they support children and families in need. Individual routines, including rest and sleep, are incorporated into the group's day. Children with learning difficulties and/or disabilities are offered excellent support with some receiving one to one during the session. Staff liaise closely with other professionals, parents and any other provision children may attend to ensure continuity of care is maintained. This enables every child to develop and progress at their own level, meeting their individual potential. For example, activities incorporating Makaton signing and 'What's in the Box' ensure all children can be fully involved during the sessions.

The nursery continues to work hard to develop good relationships with all parents. Informative notice boards and newsletters ensure everyone is kept updated about the provision. Updated policies and procedures are readily available, ensuring

everyone is aware of the ethos of the group and how the setting is managed on a day to day basis. Additional opportunities to review their child's portfolio of information, relating to their development and progress are offered and a Christmas 'Make and Bake' session have proved to be a hit with the parents who attended the activity. Staff make themselves more readily available to parents, keeping them informed and updated about their child's day.

The quality and standards of the early years provision

The staff team continue to work hard to offer a good range of activities, toys and equipment to support the development of the children attending. They are implementing the Early Years Foundation Stage well, providing a balanced programme of adult led and free choice activities each day. However, some adult led activities are sometimes too prescriptive, preventing children from developing their creativity and imagination. For example, pre-cut bunnies all finished in the same way make it impossible to identify individual children's work. Parents and children receive a very warm welcome from all staff on their arrival, making them feel welcome and valued. Children's work is displayed throughout the nursery enabling them to develop good self-esteem as they proudly show their parents what they have achieved.

Staff are well deployed around the setting, ensuring the children receive good quality care throughout the day. The nursery offers opportunities for students to undertake work experience or develop their childcare skills while studying for a childcare qualification. Care needs to be taken that the number of students, attending at any one time, does not have a detrimental affect on the needs of the children attending.

The children's welfare and safety is paramount to all the staff. The premises are very safe and secure with CCTV cameras surveying the outdoor area, keeping staff informed of who is on site at all times. Children are well supervised, during the day, throughout the nursery.

All the children are developing a good understanding of the importance of being healthy. The well organised menu ensures every child enjoys healthy, nutritious, homemade meals and snacks, incorporating fresh fruit and vegetables throughout the day. The nursery continues to follow the Jamie Oliver healthy eating model and does not provide sweets or sugary drinks, helping keep children's teeth and gums healthy. All specific dietary needs are fully adhered to at all times. Additional opportunities for children to develop their self-help skills are now incorporated into meal times. For example, laying the table for lunch and pouring their own drinks from the water container. Children enjoy regular outdoor play, enabling them to develop their physical skills and get plenty of fresh air. Toddlers particularly enjoy their new outdoor space free from the larger children. They particularly enjoy exploring the innovative activity panels with additional learning opportunities. For example, different sized bells hanging from the fence.

Overall, staff are fully conversant with the Early Years Foundation Stage curriculum, incorporating this into the daily routine. Toys, equipment and activities

offered encompass all areas of the curriculum equally, ensuring the all round development of each child attending. Children are suitably grouped, enabling them to develop confidence and self-esteem as they play and learn. Regular observations are undertaken on all the children attending, although it is not always clear how these have been used to help children progress through the early learning goals. Staff continue to provide well written reports, charting the children's development and progress, during their time in the nursery.

All the children are confident in the nursery. Staff are sensitive to individual needs and take time to help children settle into the group on arrival if required. Overall, the children enthusiastically enter the nursery, select their own activity and quickly settle down to play. They particularly enjoy the messy activities, exploring the water, sand, glue, play dough and corn flour. Staff support their learning as they discuss which vehicles sink or float and help children count how many spades of sand it takes to fill their mould. Children express their glee as they handle the wet, coloured corn flour, discussing how it feels squidgy and funny. Outdoors children enjoy the open space, pedalling the bikes and chalking on the ground. Indoors they make their own models from a variety of construction materials including junk. Mixing and making different colours as they create their own masterpiece of spring flowers keeps children occupied for long periods of time. Children work cooperatively as they build the train track together and share the trains and carriages as they play. Staff enjoy reading the books with the children with the Big Blue Train being a particular favourite. Cooking activities enable children to develop their weighing and measuring skills while they observe the changes to the ingredients as they bake their cakes or make new play dough to use in the nursery. Children particularly enjoy singing nursery rhymes to the tuneful flute playing provided by staff. They enjoy shaking their instruments in time to the beat. Children enjoy exploring new words as they play the shopping basket game. For example, discussing the peppers and aubergines. The new play sacks are a hit with the children as they use the props available to re-tell well known stories in their own way, for example, The Three Bears. Minimal behaviour management is required throughout the nursery as the children play well together, sharing the toys and equipment well. Regular praise and encouragement from all staff ensures children feel valued and respected.

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?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

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

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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