

Twin Gables Day Nursery Ltd

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique reference number | 101522 |
| Inspection date | 07/10/2009 |
| Inspector | Karen Elizabeth Screen |
| Setting address | 102 Eastern Avenue, Gloucester, GL4 4LW |
| Telephone number | 01452 417488 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Twin Gables Day Nursery is privately owned and has been registered to care for children since 1975. It has been under current ownership since 1988. It operates from six rooms in a large, detached property, in the city of Gloucester. Children have access to enclosed outdoor play areas with paved and grassed surfaces. The setting serves children from Gloucestershire. It is open each weekday from 8am to 6pm all year round, with the exception of Bank Holidays.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 63 children in the early years age range may attend the nursery at any one time. There are currently 84 children on roll, some of whom attend part-time. The nursery currently supports a number of children learning English as an additional language.

There are 12 core members of staff, eight of whom hold appropriate early years qualifications to at least NVQ level 2. Eight are qualified to level 3 or above. The setting provides funded early education for three and four-year-olds. Operational links are in place with other early years providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery offers a happy environment, where children are supported by caring adults. Children are making satisfactory progress in their learning and development, given their starting points. Staff support the needs of older children well and enable babies to make sound progress in their learning. The nursery works well with parents and carers. On the whole, they provide good opportunities for parents to be involved in their children's learning and for influencing nursery provision. Adequate arrangements are in place for monitoring and promoting improvements in the quality of provision and for promoting inclusive practice.

What steps need to be taken to improve provision further?

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

- expand the current range of policies and procedures required for the safe and efficient management of the provision, and make available to parents and staff
- monitor the effectiveness of methods used for assessment, to ensure all staff are clear about the next steps for individual children's learning, and improve the support for children learning English as an additional language, such as using the effective practice examples in the department for children, Schools and Families guidance 'Supporting children learning English as an additional language'
- continue to improve and maximise the benefits of the enclosed outside areas

to enhance and increase the variety of learning opportunities for children, in particular, the youngest children

The effectiveness of leadership and management of the early years provision

Senior management ensure that all adults are suitable to work with children. They check qualifications, verify references and do not let staff supervise children alone, until all checks are verified. However, they do not attach appropriate importance to monitoring and evaluating the effectiveness of their policies and procedures. This means that policies, strategies and procedures to ensure the safeguarding and welfare of children, generally lack sufficient clarity and detail. Staff help children to understand and adopt safe and responsible practices, such as reminding children not to run inside the building and explaining the reasons why. They also take effective steps to promote children's good health and well-being, for example, reminding children to wash their hands after using the toilet independently and helping them to understand why this is necessary.

Management support all staff in their professional development through time and opportunities to undertake further professional training, which results in a well trained workforce. However, they are not fully utilising the staff's professional knowledge and understanding, in taking responsibility for deciding and writing up the next steps to support their 'key' children's learning. This is currently only completed by the room leaders. The nursery management are motivated to achieve improvement, but do not always accurately identify, set and follow-up on those areas in most need of improvement. The outside area, identified for improvement through inspection, and the subject of the nursery's own improvement plans, remains an area for further development. Monitoring of teaching and learning is generally effective. However, measures taken to ensure that achievement is uniform between all groups of children is inconsistent. Staff endeavour to support children living away from their parents. They are less successful in overcoming barriers to children's involvement and achievement where children are learning English as an additional language. Historically, support for children with learning difficulties is good.

Most toys and resources are easily available to children in marked containers. Staff take steps to ensure that the environment and resources are sustainable, such as through attention to recycling. The breadth of children's cultural and religious experiences is not fully reflected in the range of resources, such as books, cooking utensils, clothes and range of food available in the 'home corner'. Similarly, the nursery do not provide a variety of writing in the children's home languages as well as in English, including appropriate books, notices, labels, audio and video/DVD materials.

The nursery has very positive relationships with parents. Parents are complimentary about the efforts of the staff to share information about the children and to be flexible. They value the information in the handy sized booklet they are given when they register. They also value the 'Wow' vouchers. These are used to good effect by parents and staff, to celebrate children's achievements.

Most parents actively contribute to their child's development by sharing their knowledge with staff and by being encouraged to monitor progress through formal assessment systems and through informal daily discussions and written information about the child's day. However, parents of children learning English as an additional language are not fully involved, to provide a diversity of insight into their faith, culture and history. Therefore, experiences gained at home, are not used to the best advantage to develop learning at the nursery. Partnerships with other providers are developing well and make a strong contribution to children's well-being and provide a good foundation for future achievement. For example, strong links have been established with the nearby children's centre and school.

The quality and standards of the early years provision and outcomes for children

Overall, children are making sound progress in their learning. They are curious and have a positive approach towards new experiences. They make friends with their peers, and develop good relationships with the warm and friendly staff team. Children are happy and keen to attend. For example, an older child bounds into the room and heads straight for a member of staff to share his news. Three and four year old children are keen to show visitors their photographs, displayed at child height on the wall. Similarly, they remember drawing happy and sad faces, which are displayed on a 'feelings tree' on the wall. Staff are warm and attentive and children respond by smiling when they make eye contact. Babies make their needs known, for example indicating whether they want more milk by either pulling the bottle closer, or by pushing it away. They demonstrate that they know how to make contact, listening and paying attention to staff. In turn, staff are alert to their attempts to communicate, for example by moving a toy a little closer when a baby tries to reach it.

The environment is warm and welcoming. Up-to-date photographs of the children engrossed in a variety of activities and experiences, adorn many walls. Useful storage solutions display resources, whilst enabling children to select items for themselves. Toys and resources are safe, in good condition, and well-organised with appropriate labels. Children are interested and want to play with the available toys and resources. Older children are able to independently select craft materials for themselves, in order to extend their activities and develop their own ideas. Organisation of staff deployment during daily routines is not always sufficiently flexible to accommodate children's individual needs. For example, during transition times, such as preparing for lunch, younger children of differing abilities are grouped together for songs and stories as they wait to be called to their table, and then wait for all children to be seated. This results in some children becoming frustrated and affects their ability to participate. Similarly, babies and toddlers gain little from being grouped together for 'circle-time'.

Children's safety and welfare is promoted by enlisting parent's support in following relevant procedures when collecting their children, for example through appropriate use of security on the front door. Children are confident to move safely around the well-maintained building, because they are carefully supervised and because the staff are vigilant and carry out appropriate risk assessments. Older

children are independent in their personal care. For example, an older child wipes his own nose and puts his hand to his mouth to cough. He knows that 'germs can make you sick'. Most children are aware of the importance of personal hygiene and of the need to wash their hands after visiting the toilets. Staff act as good role models and encourage children to practise good hygiene. Younger children who need assistance in completing personal tasks, receive a good level of support.

Staff are not always clear about the children's cultural heritage and home experiences, so that familiar experiences and interests can be used to support children's learning. This means that children are not fully supported, by ensuring that the environment reflects things familiar to them and reflects their family, ethnicity, religion and culture. Similarly, children learning English as an additional language are not effectively recognised by staff as requiring additional support. This means that activities are not always sufficiently adapted to enable them to participate fully, for example during group times. Consequently, these children have fewer meaningful opportunities to articulate their feelings in a wide range of contexts. This is because staff do not find out and use key words in a child's home language. Similarly, they do not build on children's experiences of language at home and in the wider community by providing a range of opportunities to use their home languages in their play and learning, so that their developing use of English and other languages support one another.

Children understand that there are rules for everyone's benefit, such as not to run inside. They also know that when the bell is rung, it is time to tidy up and explain to visitors how to help. Older children give good explanations of the nursery's role in recycling and independently remember to rinse and dry a plastic bottles ready for recycling. Older children use information technology well to support their learning. For example, they take turns to use programmes on the computer to sort and match pairs of sweets. They are supported well by staff, who provide explicit support, such as on how to load programmes, or on how to use the mouse effectively. Children are very proud when awarded 'WOW' vouchers. Staff are careful to ensure that children understand why these are awarded. For example, a staff member explains to an older child and his peers, 'I am going to give you a WOW voucher for listening so well'.

Children enjoy the range and variety of foods and snacks provided and understand which foods are good for them. An older child tastes apple skin, even though he has tried it before and did not like it then. Another, when asked 'what helps to keep your teeth healthy', answers 'milk and toothpaste'. Older children independently observe and discuss the milk or water in their cups being full, half full, or empty, as they eat their snack. An older child decides to take responsibility for pouring drinks for everyone on his table. Later, his peers help to collect up their plates after eating. One fetches a paper towel, wets it and wipes the table. Staff do not interfere and let her notice that it is too wet and is dripping. She dries the table with another dry paper towel. Younger children's understanding of problem solving, space and measure is not as well supported by staff through everyday routines. Staff do not routinely enlist children's interest and support in preparing the snacks, but all children are involved in cooking teas for the whole nursery. However, this is not always age appropriate, for example, babies' individual involvement in making 'flapjacks' is limited.

Children are encouraged to think about keeping healthy when playing outside. Older children are aware of the importance of wearing coats, hats and scarves to keep themselves warm in the cold weather and independently choose to put them on. Children have a positive attitude to exercise. They relish opportunities to balance and coordinate their movements, as they negotiate obstacle courses set up by staff and avoid other children as they steer tricycles around the playground. However, their freedom to choose to be active or inactive, is not sufficiently fostered, because the outside play area is not sufficiently versatile to enable children to enjoy daily energetic exercise, such as swinging, pulling and climbing. In addition, wet weather conditions impact on children's choice to play inside or outside, in particular the youngest children. Babies are afforded sufficient opportunities to develop fine motor control through sensory experiences, such as playing with shaving foam. However, there are fewer opportunities for them to be physically active, to develop large muscle control.

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

The overall effectiveness of the early years provision

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 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

