

Twixus (GH) Ltd

Inspection report for early years provision

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137253

Inspection date

28/06/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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).

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.

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Description of the setting

Twixus Childcare is privately owned and operates from Garland Hill House in St Pauls Cray, near Orpington in the London borough of Bromley. The nursery was established in 1977. The premises are made up of 12 playrooms over four floors with associated toilets, kitchens, staff room and offices. An additional playroom is available in the garden. There is a secure outdoor area incorporating a wide range of play equipment, a small pets corner, an indoor swimming pool with additional toilets and several covered areas. The setting operates two mini-buses for transporting children to and from local schools and on outings.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 127 children between three months and under eight years old, at any one time. Of these, 109 children may be in the early years age group. There are currently 149 children on roll, of these, 122 children are in the early years age group. Children over eight years old attend the out of school provision. The inspection did not include the out of school provision.

The nursery is well established in the community and serves families from the local and wider community. It opens between 7.00am and 6.00pm each week day for 47 weeks a year. The setting is closed for 25 days a year for staff holidays and training. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities.

The management comprises of a Principle and two managers, all of whom hold a recognised childcare qualification. There are 19 staff working directly with the children. Of these, one staff member holds an Early Years Professional Status qualification and 17 hold a National Vocational Qualification at level 2 or 3 in childcare and six staff are working towards a childcare qualification. There are seven staff who hold the Teacher's Life Saving Certificates. Mini bus drivers are Public Service Vehicle qualified and a cook and gardener make up the staff team.

The nursery is affiliated to the Pre-school Learning Alliance and receives support from the local Early Years team and area Special Educational Needs Coordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The professional, dedicated management and staff team provide good quality care, learning and developmental opportunities for every child attending. Children eagerly explore the wide range of stimulating and interesting activities, toys and equipment each session, enabling them to make excellent development and progress as they learn through play. Staff carefully incorporate each child's personal needs into the daily routine, promoting inclusive practice throughout the nursery.

All staff continue to develop their childcare skills and knowledge, incorporating this learning into their daily routines. The ongoing self-evaluation considers the views

of all staff, parents and children, enabling the management team to reflect and improve the quality of provision provided.

All previous recommendations have been completed appropriately, demonstrating a clear ability to continue to improve and develop the nursery. Staff have forged excellent relationships with parents, providing ample opportunities for them to be fully involved in their child's care, learning and development.

What steps need to be taken to improve provision further?

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

- develop more formal self-evaluation assessments of planning and focus activities ensuring the aims and objectives are met and changes identified for future development
- ensure all soft play equipment and sleep mats are in good order, ensuring they are suitable and safe for children's use.

The effectiveness of leadership and management of the early years provision

The management demonstrate a keen desire to continue to develop the quality of the provision provided, encouraging staff to work to a good standard at all times, providing good quality care and learning opportunities for every child attending. Everyone implements the comprehensive policies and procedures underpinning the daily routines, ensuring the children are safe and secure in the setting. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with children. Unvetted staff are never left alone with the children, ensuring the children's safety at all times.

The management and staff team continue to self-evaluate the provision on a regular basis. Staff verbally discuss the weekly planning and focus activities, although no formal record is maintained for future use. The nursery has completed the Big Talk programme and is considering undertaking the I CAN accreditation, promoting more opportunities for actively supporting children with English as an additional language and those with speech and language difficulties. The management have clear plans for the future and are considering offering 24 hour care and developing the baby and toddler unit.

All areas of the premises are carefully risk assessed on a regular basis and staff ensure children's safety on a day to day basis. Security gates prevent undesirable persons entering the provision and children are unable to leave the premises unnoticed. Qualified lifeguards are in attendance during all use of the swimming pool and staff constantly count the children as they move around the premises indoors and outdoors. Staff encourage children to recognise the importance of keeping themselves safe and secure as they remind them to take care on the stairs and how to use the Green Cross Code when they are out and about, close to busy

roads and traffic.

Children with special education needs and/or disabilities receive good support in the nursery. Staff work closely with the parents and other professionals involved in the child's care, promoting continuity at all times.

The children's welfare and safety is paramount to the staff team. Staff are vigilant at all times, particularly supervising the children well, while enabling the children to develop good independence skills. They regularly check the toys and equipment are clean, suitable and safe for the children's use, although some of the children's sleep mats and part of the soft play equipment require some attention. Children access a wide range of toys and equipment, promoting their awareness of other people and the wider world. Staff incorporate different festivals into their plans, including Christmas, Diwali and the Chinese New Year. Children enjoy visits from members of the local community, including fire fighters, police and ambulance staff.

The management and staff have developed excellent relationships with the parents. Parents are very happy with their child's care and know their child looks forward to attending. They find the staff friendly, informative and prepared to give them time to share information about their child's day. Parents feel their child is very prepared for moving to school in September. They receive extensive information about the nursery through the policies and procedures, various notice boards, newsletters, daily written information, website and video presentation. Parents particularly enjoy reflecting on their child's time in the nursery through reading their personal portfolio and looking at the photographs and artwork included. They enjoy participating in special events, including sports day and attending the annual Christmas nativity concert. Parents make their views known through the suggestion box and questionnaires, enabling management to reflect on current practices and make suitable changes where required, for example, providing up to date information via a TV screen in the porch area.

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

The management has worked hard to ensure the staff team continue to work well together as they embrace new team members, following four staff recently taking maternity leave. Playrooms are well organised throughout the provision, offering children a wide variety of toys, activities and equipment indoors and outdoors. Children's artwork is well displayed, helping them feel good about themselves as they proudly show their parents their latest masterpiece. The children are learning how to keep themselves safe as they listen carefully to the rules before using the bouncy castle and stay close to staff as they move around outdoors. They have developed excellent relationships with the staff team, feeling confident to share any worries or simply seek a hug or cuddle for reassurance. The children understand the importance of listening carefully when practising the emergency evacuation procedures.

The children have a good understanding of the importance of developing a healthy

lifestyle. They enjoy healthy nutritious, home made meals and snacks, incorporating fresh fruit on a daily basis. Older children know fresh fruit and vegetables help them grow big and strong. Yellow place mats identify children with specific dietary needs, ensuring they receive appropriate food at all times. Children are developing good self-help skills as freely select their snack and pour their own drinks during the day. They help clean their dirty plates and beakers after meal times. Children and staff follow good hygiene routines throughout the nursery, helping to prevent the spread of infection. The chef wears a coat and hat for cooking and staff use disposable aprons and gloves for nappy changes. Parents are aware a sick child should not attend the setting.

Children enjoy ample opportunities to enjoy the idyllic outdoor play areas, comprising of a small woodland, pets corner, exciting play area, car park and lawns. Babies and toddlers enjoy climbing on the small apparatus or participating in singing and musical activities in their own secure play areas immediately off their playroom. Older children enjoy pedalling a bike or practising their climbing, jumping and climbing skills using the large play equipment. Listening to a story in the tepee, treasure hunts in the woods and observing the quails, ducks and rabbits are huge favourites with everyone. Weekly ballet classes and music and movement indoors are available to all.

The staff team are conversant with the Early Years Foundation Stage, implementing this well throughout the provision, ensuring plans cover all areas of learning equally. Regular observations form the weekly plans for each group of children, ensuring individual developmental needs are fully included. Staff recognise when children have completed specific goals and ably plan for their next steps for progression. Plans incorporate a good balance of adult-led and free-choice activities, enabling children to develop good independence skills as they make their own selections. Staff are aware of the importance of working closely with other professionals delivering the Early Years Foundation Stage curriculum, promoting continuity of care, learning and development.

All the children are making excellent development and progress as they play and learn. Children are appropriately grouped and skilfully supported by staff as they develop their skills. Babies feed themselves and make their own choices from a range of readily available activities throughout the day. Older children are encouraged to make predications as they discuss whose teddy bear is bigger or smaller and how the ice became blue. All older children use the toilet independently, pour their own drinks when they are thirsty and put on their own coats for outdoor play.

Children have developed good relationships with the staff. Those having a new key worker have enjoyed continuity through the sub key worker system operated by the nursery. Children are keen to attend as they eagerly enter, separating quickly from their carer as they select an activity of their own choice. Many are not keen to leave at the end of the day and some would love to attend at the weekends. Older children particularly enjoy the beautiful countryside views from their playroom windows, discussing how many horses or golfers they can see. Children enjoy looking at books on their own and with the staff in all areas of the nursery. Growing their own plants and flowers is a huge hit with everyone. Babies and

toddlers enjoy pressing buttons on equipment, checking out cause and effect. They create their own models using a variety of materials, including junk. Children enjoy regular opportunities to explore water, sand, dough, glue and paint. Large role play areas encourage children to act out their learning as they make meals for staff in the home corner or organise tickets for a holiday in the travel agents. Children count competently to 18 and beyond and recognise numbers one to nine. The majority of older children can write their own names in full, using recognisable letters in the correct order and some are learning to write simple captions for their pictures. They know squirrels eat nuts and monkeys enjoy a banana. Children have good computer skills as they competently use the mouse to select and play their own games. All the children enjoy the special fun days throughout the summer, including a teddy bears picnic and pirate day. They understand the rules of the group and tidy away the toys after use. An egg timer assists those who find sharing and turn taking more difficult although minimal behaviour management is required throughout the nursery as staff calmly and consistently apply the rules. Regular praise and encouragement enables all children to develop confidence and good self-esteem.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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