



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 137253

DfES Number: 521529

### INSPECTION DETAILS

Inspection Date	12/01/2004
Inspector Name	Deborah Lynch

### SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Twixus (GH) Ltd
Setting Address	Garland Hill House, Sandy Lane St. Pauls Cray Orpington Kent BR5 3SZ

### REGISTERED PROVIDER DETAILS

Name	Twixus (Garland Hill) Limited 03519956
------	--

### ORGANISATION DETAILS

Name	Twixus (Garland Hill) Limited
Address	Garland Hill House Sandy Lane, St. Pauls Cray Orpington Kent BR5 3SZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Twixus Childcare is privately owned and operates from Garland Hill House. The nursery was established in 1977. The nursery provides a range of childcare services for children aged 3-months to 11-years. This includes, full-day care and part-time care for pre-school children, and before and after-school care and holiday care for school-aged children. The setting operates two mini-buses for transporting children to and from local schools and on outings.

The children are grouped according to age. The four-year-olds and the majority of the three-year-olds are accommodated in separate rooms on the first and second floor. Children under two-years are located on the first floor and ground floor. The lower ground floor is used for after school and holiday care. There are various outside play spaces for the different age ranges, all of which are enclosed. There is also an indoor swimming pool.

The nursery is well established in the community and serves families from the local and wider community.

The nursery is open Monday to Friday from 7:30 to 18:00, for 48 weeks in the year.

There are currently 177 children on roll, including 37 children over the age of five years. There are 34 3-year-olds, 24 of whom are funded and 10 funded 4-year-olds. The nursery supports children with special educational needs. There are currently no children attending for whom English is an additional language.

The staff team comprises; a Principle and 2 managers, all of whom hold a recognised childcare qualification. There are 23 staff working with the children, 15 are suitably qualified with a range of qualifications including the NNEB Certificate, NVQ Levels 2 and 3 in childcare and education, BTEC in childcare. Seven members of staff are working towards a qualification. Swimming Pool staff hold Teacher's Life Saving Certificates. Most staff are qualified in first aid and mini bus drivers are PSV qualified.

### **How good is the Day Care?**

Twixus Day Nursery (GH) provides satisfactory care for children. The Principle and managers are experienced and the enthusiastic staff team have clear routines that help children feel secure. The environment is warm and welcoming with colourful displays of children's work and photographs recording memorable outings and events.

Children use a range of equipment and resources. The pre-school activities are generally well-planned, but activities for children under two-years are not always effective in fully promoting children's development. There are generally limited opportunities for free play activities for children under five. School age children are provided with a range of activities to ensure that they are interested and challenged. There is plenty of outside space for all children to play, including a large woodland garden and smaller enclosed areas for the younger children. Children enjoy the indoor soft-play room.

Staff have a good general awareness of health, safety and hygiene issues. Risk-assessments have been undertaken and staff follow clear procedures when supervising swimming activities and off site activities. Priority is given to security and safe-guarding all children attending the setting.

Children benefit from a cooked lunch and any special dietary needs are catered for. However, menus are not sufficiently varied. The nursery supports children with special needs, but implementation of the Special Needs Code of Practice is not always effective. Staff are committed to meeting the needs of individual children, but staff lack knowledge of promoting equal opportunities in their daily routines and in the planning of some topic based activities.

Staff manage children's behaviour well and children are encouraged to share, take turns and listen to each other.

Staff make parents welcome, they share information about the children and discuss activities, daily routines and children's achievements. All relevant documentation in place.

### **What has improved since the last inspection?**

At the last inspection the provider agreed to; ensure that all staff are vetted; to develop health and safety procedures; and to draw up an action plan to develop the equal opportunities policy.

The provider is in the process of submitting crb disclosures for all staff. All issues relating to health and safety have been addressed. Equal opportunities, remains a key issue in this report.

### **What is being done well?**

- Staff provide a warm and welcoming environment. Children show interest in

themed activities.

- The nursery makes good use of the garden to enable children to explore and investigate and enjoy physical play.
- An interesting programme of visits is organised for school-age children attending during school holidays.
- Children respond well to the clear expectations and consistent approach to behaviour management. Children are well behaved and show a growing respect for the needs of others.
- Staff make sure that children understand about safety inside and outside the setting.
- Staff work in partnership with parents to provide them with information about their child's day, progress and achievements. Parents are kept informed through the welcome prospectus, discussion with staff and the parent's notice board.

#### **What needs to be improved?**

- the planning of the curriculum for children under two years and increased opportunities for children to experience their own chosen activities for children under five years.
- the variation of menus to provide children with a balanced diet
- the extension of the role of the special needs co-ordinator and staff's knowledge of equal opportunities.

#### **Outcome of the inspection**

Satisfactory

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
-----	----------------

8	Vary menus to include more fresh produce to provide children with a balanced diet.
3	Devise a system for planning and implementing a suitable range of activities for children under two-years, which is appropriate for their stage of development and based on their individual needs. Increase free play opportunities for children under 5 years.
9	Develop staff's knowledge and understanding of equal opportunities issues.
10	Ensure that all staff have regard for the Code of Practice for the identification and Assessment of Special Educational Needs.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Twixus Nursery offers good quality nursery education to children in a warm and welcoming pre-school unit. Children are making generally good progress towards the early learning goals in most areas, however, there are some significant weaknesses in the programme for creative development. Staff support children's personal, social and emotional development well and children are happy, confident and sociable.

Teaching is generally good, staff skilfully encourage children to think and to express their thoughts and ideas during group discussions. They listen carefully to children and value what they say and what they can do, this fosters their self-esteem. Staff in the pre-school unit are not responsible for the planning of topic work so planning and assessment of children's progress are not effectively linked. Staff lack the confidence to allow children to access and experiment with a range of activities and resources for themselves and they do not have a clear understanding of how to introduce children to a range of beliefs, cultures and traditions.

Leadership and management is generally good. A clear management structure is in place and the staff team are enthusiastic and committed. Clear policies and procedures are in place and staff have a good understanding of their roles and responsibilities. There is no effective method in place to identify staff training needs. Although the proprietor is the nursery's special educational needs co-ordinator, she has little day to day contact with the children so the system to support children with special educational needs is not fully effective.

Partnership with parents is generally good. Parents have good information about the nursery and some information about the early learning goals. Each term, afternoons are arranged when parents can talk to their child's key worker about their progress. Staff have relaxed and friendly relationships with parents who are invited to the nursery for several special events each year.

### What is being done well?

- Children's personal social and emotional development is very well supported by staff who clearly value children's individual skills and abilities. Children are confident and happy and are forming good relationships with each other and with staff, they share and take turns and listen carefully to each other during 'circle' times.
- Children are confident and fluent speakers; staff engage them in meaningful conversation, skilfully ask interesting and thought-provoking open questions and listen carefully to children.
- Children have some very good opportunities to develop their large motor skills through a range of planned physical play. Good use is made of the

large nursery grounds where children can run, jump climb and use wheeled toys. A soft play room adds to the physical play provision and the swimming pool, which children use during warm weather, further enhances children's physical development.

#### **What needs to be improved?**

- the use of freely chosen activities, resources and daily routines to allow children to practice and consolidate their learning across the curriculum
- the programme for creative development to allow children to explore their creative and imaginative impulses across a range of activities
- the planning and assessment system; to ensure that plans take account of what children know and need to do next.

#### **What has improved since the last inspection?**

The nursery has made generally good improvement since the last inspection when they were required to agree a system for parents to have more regular involvement in their children's achievements. The action plan was not available for the inspector, however, the nursery now has each term, afternoons when parents can make an appointment to come into the nursery and talk to their child's key worker about their child's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are confident, enthusiastic and eager to learn new skills. They are sociable and friendly and are beginning to form good relationships with each other and staff and their behaviour is very good. Staff are calm and patient, they foster children's self-esteem by giving appropriate praise and valuing the things children can do. Staff do not always support children's growing independence by allowing them to select resources and activities for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Many children are fluent and confident speakers; all children have the opportunity to contribute during 'circle' time, staff pose interesting open questions and many children are able to express their thoughts and ideas clearly. Children listen carefully to stories, handle books well and understand that print carries meaning. However, the book corner, where children could access books for pleasure, is poorly set up. Opportunities for children to develop and practice writing skills are limited.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are introduced to a range of mathematical concepts during the whole group maths time; they practice skills such as counting, sorting and sequencing during this time. Children can count reliably to 10 and most children can recognise and name numerals to 9. Many children are able to use mathematical language to describe shape, size and position. There are insufficient opportunities for children to practice and consolidate their learning in a range of freely chosen activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are curious and keen to explore and investigate. They have daily access to the large nursery grounds where they can explore the natural world. Topic work, supported by visits from local organisations, introduces children to aspects of the local area and children are encouraged to share experiences from their own lives. Opportunities to practice design, making and building skills are limited. Some negative stereo-typed images are used in topic work linked to cultures and traditions.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children enjoy physical activity and have regular access to the nursery grounds. Children use a range of equipment including climbing frames and wheeled toys with skill. A soft play room is provided and children enjoy rolling and jumping activities in safety. The swimming pool is used regularly by the children during warm weather. Children can manipulate a range of tools, small equipment and materials but insufficient time is provided for children to practice these skills in free activities.



CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children have good opportunities to make music and they take part in group singing times with great enthusiasm. Children do not have sufficient opportunities to explore a range of media and materials in freely chosen art and craft work, as most craft work is topic based and adult-led. Access to a range of small world toys and to the role play area is limited. Children do not have sufficient opportunities to use their imagination in art, design or imaginative role play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- evaluate the daily programme to ensure that there is a balance between adult-led and freely chosen activities and resources, so that children can practice and consolidate their learning across the curriculum
- evaluate and improve the programme for creative development to allow children to explore their creative and imaginative impulses across a range of activities
- evaluate and improve the system for planning to ensure that it is effectively linked to what children know and need to do next.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*