



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137251

DfES Number: 515856

INSPECTION DETAILS

Inspection Date 24/01/2005
Inspector Name Lara Hickson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Threshers Day Nursery Ltd
Setting Address 193 High Street
St. Mary Cray
Orpington
Kent
BR5 4AX

REGISTERED PROVIDER DETAILS

Name Threshers Day Nursery Ltd 04188152 1087832

ORGANISATION DETAILS

Name Threshers Day Nursery Ltd
Address 193 High Street
St. Mary Cray
Orpington
Kent
BR5 4AX

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

Threshers Day Nursery is a registered charity and is run by a Board of Trustees. It serves families from the local residential area and operates from premises in St Mary's Cray, Orpington. The premises is for the sole use of the nursery and consists of a large hall used for messy activities as well as mealtimes. This room also contains the book corner used for group story times. There is a room which is used for free play, a separate teaching room and an enclosed outdoor play area. In addition, there is a kitchen, an office, a staff room and suitable toilet facilities.

The nursery employs nine members of staff who work directly with the children, all of whom hold appropriate early years qualifications equivalent to a minimum of National Vocational Level 2. There are also three regular volunteers who work alongside the staff team on a weekly basis.

There are currently 54 children aged from 2 years to under 5 years on roll. Of these 17 three-year-olds and 10 four-year-old children receive funding for nursery education. The nursery is registered to provide 32 places for children aged between two and five years and there are 8 after school care places. Children may attend on a full or part-time basis. Children wearing nappies are accepted and staff support children with potty training. Hot meals and snacks are provided and are cooked on the premises.

The nursery currently supports a number of children with special educational needs and English as an additional language.

The nursery opens from 8:30 until 18:00 Monday-Friday, all year round, except for public holidays.

The setting receives support from Bromley Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Threshers Day Nursery provides satisfactory care for children. The nursery offers a welcoming environment and there are opportunities for children to participate in one to one and small group activities.

The nursery has a good range of age appropriate toys and equipment, many of which reflect positive images of race, disability and gender. The staff team recognise and value children's individual needs and differences and give good support to children with special educational needs and with English as an additional language. However, currently staff do not use observations to plan the next stage of learning and planning systems need to be developed further. There is no formal appraisal or supervision system in place for staff or students.

Currently the nursery does not use the childcare rooms available effectively and some parts of the day are chaotic and unstructured. The apparatus room is not used to provide appropriate and challenging activities for children.

There are good child protection procedures in place should any child be identified as being at risk. The day nursery fosters excellent relationships with parents/carers as reflected by the positive feedback received directly from parents and through the returned questionnaires. Staff provide parents with information about the setting and share information regarding the children's progress on a regular basis.

Children are encouraged to share, take turns and become independent. Staff use positive behaviour strategies according to the individual age and understanding of the child. However, there is inconsistency regarding appropriate behaviour management and the use of appropriate language within the staff team.

Although documentation is of an acceptable standard, the record of visitors is not used consistently and a number of the entries in the accident book have not been countersigned by parents. Currently there is no procedure for lost children in place.

What has improved since the last inspection?

Although a policy is in place regarding accidents and medication administered to children, many of the entries in the medication record and several of the accident forms had not been countersigned by parents upon Inspection.

What is being done well?

- The staff have developed good relationships with children and are aware of their individual needs. They interact in a caring, supportive manner, enabling children to feel happy, settled and confident in their care.
- Children are provided with a wide variety of toys and resources, including a selection depicting positive images. Activities are easily accessible allowing self selection and promoting independence.
- There is a range of resources that reflect positive images and a good, clear policy in place which is understood by all staff.

- The staff team demonstrate a positive approach to the inclusion of children with special educational and additional needs. Staff work closely with parent/carers and other agencies to ensure that these needs are met.

What needs to be improved?

- the development of a formal appraisal system for staff and students
- procedures for lost children and to improve the safety and security of the nursery
- planning systems and the use of observations
- staff awareness and understanding of appropriate language and effective ways to manage children's behaviour
- documentation regarding recording accident, medication and visitors records.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are complaints to report on.

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 must take the following actions by the date shown

Std	Action	Date
6	Ensure that the nursery is secure and inaccessible to unauthorised people and that a record of visitors is maintained.	25/01/2005
7	Ensure that all accident and medication records are signed by parent/carers.	25/01/2005

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

Std	Recommendation
2	Develop a formal appraisal system for staff and students.
2	Extend documentation to include a procedure for lost children.
2	Develop planning systems to ensure that individual needs and learning opportunities are being met and that appropriate and purposeful use is made of the rooms available.
3	Develop the use of observations to plan the next steps of children's learning.
11	Develop staff's awareness and understanding of appropriate language and effective ways to manage children's behaviour, taking into account their age and stage of development.

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

How effective is the nursery education?

Threshers Day Nursery provides good quality nursery education where effective teaching helps children make generally good progress towards the early learning goals.

Teaching is generally good. Children's personal, social and emotional development is well supported through positive relationships and opportunities to develop confidence. A range of interesting themes is included within the programme, although the planning systems are not effectively used throughout the sessions to promote each of the stepping stones. Children's development is monitored, although the systems used on an ongoing basis, do not include sufficient observational evidence and do not sufficiently reflect all of the stepping stones. The staff are committed to caring for children with special educational needs and there are effective procedures in place to support their development.

Leadership and management is generally good. The staff work well as a team and have clear roles and responsibilities, although the organisation does not enable all staff to contribute towards all of the planning and assessment systems. Staff are supported to develop their experience through training. The nursery has ideas for future development, although an effective system for monitoring the nursery education programme has not been established.

The partnership with parents is generally good. Parents receive clear information about the setting and the themes and are welcomed into the setting to be involved in their child's learning. Staff are available to discuss children's progress during open evenings, however some parents have not seen their child's developmental records and are not familiar with their child's next steps for learning. Parents are happy with the quality of care provided and find staff friendly and supportive.

What is being done well?

- Children are confident, eager to join in with activities, and have good relationships with staff and their peers.
- The Staff work well as a team and they are aware of their roles and responsibilities. Children have access to a range of good quality resources and play materials.
- Staff include a range of interesting themes within the activity planning and incorporate the celebration of festivals to enable children to learn positively about diversity.
- There are good procedures in place to support children with special educational needs. Staff are committed to liaising with parents and outside agencies to ensure children's individual needs are met and goals for the future are identified.

What needs to be improved?

- the planning systems to ensure all staff use the plans effectively throughout the session to promote all of the stepping stones;
- assessment records to ensure children are monitored on an ongoing basis against each of the stepping stones and information gained is used to plan for children's next steps for learning
- the opportunities for all staff working with the funded children to contribute towards children's assessment records
- information given to parents regarding their child's next steps for learning.

What has improved since the last inspection?

Progress since the last inspection has been generally good.

The parents notice board now provides more information about themes and details of the Early Learning Goals, however, the activity plans are not displayed for them to see what activities children complete on a daily basis.

The planning for Knowledge and Understanding of the World continues to be limited in it's scope, restricting children's opportunities to question why things happen and how things work.

All children now have regular opportunities to experience activities linked to communication, language and literacy and mathematics on a daily basis.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are settled, confident and sociable. They have good relationships with each other and with adults in the setting. Staff know them well and are sensitive to their needs. Children are learning to share and take turns, although behaviour management is not always dealt with in a positive way. Children show increasing independence for example, whilst putting on aprons and using the bathroom, although they do not have opportunities to pour their own drinks at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently and use language to talk about real and imagined experiences. Some children can read simple words, although there are some missed opportunities to link sounds to letters. The organisation of resources does not encourage children to make marks as a means of communication and they do not independently attempt to write their names on work they have produced. Children enjoy listening to individual stories and anticipate what is going to happen next.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show interest in numbers and count confidently up to 10. They have a good vocabulary to describe and compare shape and size. Children have opportunities to learn about simple addition and subtraction during familiar number rhymes. Children have access to resources to encourage them to use mathematical concepts, however worksheets are also used, which are not always meaningful and purposeful to the child.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children build and construct with confidence and with a purpose in mind. They have good opportunities to learn about other cultures and beliefs during the celebration of festivals, i.e. Chinese New Year. There are limited opportunities for children to explore the natural environment and the planning to develop children's ICT skills is restricted.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate good coordination whilst using a range of small equipment such as pencils and construction equipment. They are developing a good understanding of health and bodily awareness that is supported through daily routines, for example, hand washing. The organisation of the apparatus room provides children with opportunities to develop their climbing abilities, although staff provide limited challenges in this area to further develop their skills in a variety of ways.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour and texture using a range of media and materials, for example whilst using play dough and playing with the water. They sing confidently and know the words to familiar songs from memory. They enjoy painting, although some adult led creative activities provide limited opportunities for children to use their self-expression. Children enjoy playing in the home corner, and act out scenes from their imagination and experience.	

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

- ensure all staff use the planning systems throughout the sessions to ensure the stepping stones are effectively promoted in all areas
- review the assessment systems used to ensure the monitoring of children's development on an ongoing basis covers each of the stepping stones and includes observational evidence. Ensure children's next steps for learning are identified and all staff working with the funded children have the opportunity to contribute towards the assessment records
- implement an effective way of sharing children's assessment records with parents and ensure that parents are familiar with their child's individual next steps for learning.

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.