

Twixus (GH) Ltd

Garland Hill House, Sandy Lane, St. Pauls Cray, Orpington, Kent, BR5 3SZ

Inspection date

25/01/2013

Previous inspection date

28/06/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are very happy and settled in the homely environment provided by the staff. Therefore, they make good progress in their learning and development.
- The management team monitors the nursery effectively and encourages the staff's professional development. This helps to improve the quality of provision for children.
- Staff have high expectations of the children and understand how they learn. This helps to ensure that each child makes good progress and becomes ready for school.
- The children have great opportunities for outdoor learning, which allows them to play and learn in a fun stimulating environment.

It is not yet outstanding because

- Staff do not always interact well with younger children at mealtimes, therefore these children have fewer opportunities to socialise and communicate with others.
- Staff do not consistently inform parents about who their child's key person is to promote greater consistency of care for children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector gathered information from the staff team and management.
- The inspector carried out observations on the children and staff practice.
- The inspector gathered information from parents.
- The inspector looked at children's records and documentations.

Inspector

Marvet Gayle

Full Report

Information about 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 for play, an indoor swimming pool with additional toilets and several covered areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It offers care for a maximum of 127 children aged between three months and under eight years, at any one time. Of

these, 109 children may be in the early years age group. There are currently 157 children on roll, of these, 127 children are in the early years age group. Children over eight years of age attend 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 7am and 6.30pm each weekday 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 team hold recognised childcare qualifications. There are 22 staff working directly with the children. Of these, one staff member holds Early Years Professional Status and 19 hold a National Vocational Qualification at level 2 or 3 in childcare. There are four staff currently working towards a childcare qualification. The nursery is in receipt of funding to provide nursery education for children aged two three and four. The nursery receives support from the local Early Years team and area Special Educational Needs Coordinator.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen opportunities for children to enjoy routines for mealtimes, for example, by providing more staff interaction at child level to extend children's social and communication skills
- strengthen systems to provide stability in key person relationships, for example, by keeping all parents better informed about their child's key person.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff have a good knowledge of the seven areas of learning. All activities are age appropriate and keep the children's attention for sustained periods of time. The children settle well and are happy to be at nursery and choose what they would like to play with. The staff are attentive to children's needs and provide individual attention when needed. Each room is equipped with resources to support and extend children's learning. Children are progressing in line with their development milestones and in some cases they are working above them. Staff provide an attractively presented variety of resources and opportunities, which motivate children to explore and learn.

The staff record children's starting points and capabilities when they join the nursery. This helps them plan meaningful play opportunities for individual children. All paperwork reflects the revised areas of learning and this is how the staff record children's achievements. Staff are skilled at supporting children's learning and they help them acquire new skills at a pace that suits each child. The key person system works very well overall and staff understand each child's capacity to learn and use this to narrow any achievement gaps. However, staff do not always keep parents fully informed of who their child's key person is, for example, during shift changes, to further promote children's well-being.

Staff are good role models, they speak to each other with respect and show children how to behave in a positive manner. Children interact very well with each other and staff understand social interaction is important and use praise and encouragement to reward the children. Children are motivated to learn and have the confidence to try something new. Regular assessment ensures there is a sharp focus on how children learn and staff plan challenging activities with the children's involvement. This also helps the staff understand their role in teaching and supporting children's learning to help them gain the skills for starting school.

The staff understand the importance in including all parent's in their children's learning. There is a strong partnership with parents and carer's with a free flow of information that ensures children progress and their welfare needs are well met. Staff support parents who have concerns and attend meetings with other agencies as required. They are fully committed to supporting the family as a whole and feel this is an imperative way to meet children's individual needs.

The contribution of the early years provision to the well-being of children

Children demonstrate a strong feeling of security and sense of belonging in the nursery. The staff are kind and affectionate towards them when they are anxious or need reassurance. Children enjoy cuddles and look to the staff for support and guidance. The key person approach encourages children to form effective relationships and attachments to their peers and other adults. This helps promote children's well-being and prepares them for transitions in the future, such as when they start school.

Children have access to enriching outdoor play opportunities. The staff follow the Forest School approach. This exciting and interactive experience encourages children to explore their natural environment. It enables them to manage risks safely, and use their imagination to solve problems and cooperate with others. Staff promote children's health well. Children enjoy regular opportunities to enjoy fresh air and exercise. The outside area at the nursery is fun and stimulating for all ages of children who attend. Staff ensure children are suitably dressed and they play outside in all weathers. The garden is sectioned off into themed areas so children choose where they would like to investigate and play. Mealtimes are a social occasion for most children, although not so much for the youngest children. Staff do not always interact at child height or encourage their social skills, which reduces opportunities for these children to communicate with others at this

time. All children eat well and enjoy the healthy range of meals provided. Parents inform staff of their children's dietary requirements and the chef caters to meet their needs.

Children's behaviour is very good. They work alongside each other and are learning to share in a productive manner. Staff are very aware of children's emotional needs and they all receive equal amounts of support. Children keep themselves safe with gentle reminders from staff. The children are encouraged to become very independent as staff offer them the opportunity to wash their own hands, say what activities they would like to play with and, develop good self-help skills for the future.

The effectiveness of the leadership and management of the early years provision

The nursery staff are aware of their role and responsibilities in safeguarding the children in their care. There are good systems in place and staff know the procedures to follow if they have any concerns about a child. There are clear and robust systems in place for staff recruitment and all adults who have access to children are appropriately vetted to ensure they are suitable. Staff complete daily risk assessments for indoor and outdoor activities. This enables children to play and learn in safety. Staff use self-evaluation to accurately identify the strengths and weaknesses of the provision. They monitor and evaluate their work and take steps to change what does not work or benefit the children. Staff are confident in their role and the leadership and management of the nursery has clear plans for improvement and sustaining the good quality of care they provide for children. Parents are involved in the self-evaluation process, for example by completing questionnaires, which helps to further promote effective outcomes for children.

The nursery management team are focused on providing trained staff and an effective appraisal system is in place to identify and promote staff training needs. As a result, staff are knowledgeable and experienced in promoting the care and learning needs of the children.

Staff promote good partnerships with parents who are aware of the 'open door' policy and can speak to the manager or staff in private whenever necessary. Parents have daily feedback about their children's day and discuss how to help extend their play at home. Parents say they are very happy with the quality of care provided and the support of the whole nursery team. They would recommend the nursery to others. They receive newsletters and ongoing verbal updates, which keep them up to date with what the nursery is doing for their children.

Staff fully establish partnerships with other professionals. They aid children's transitions to school well and welcome any visits from local school teachers. This helps children to get to know their new teacher before they start school. The well-established channels of communication allow staff to successfully promote children's learning, development and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	137253
Local authority	Bromley
Inspection number	901487
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	127
Number of children on roll	157
Name of provider	Twixus (Garland Hill) Limited
Date of previous inspection	28/06/2010
Telephone number	01689 821033

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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