

# Thornton Heath Early Years Centre

51 Pridham Road, Thornton Heath, Surrey, CR7 8RS

## Inspection date

Previous inspection date

26/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

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 3

## The quality and standards of the early years provision

### This provision requires improvement

- The small groups for story time helps children develop communication and language skills.
- The play environment, both indoors and outside provides children with a wide range of learning experiences across all learning areas.
- The current provider and manager is putting in place, systems that are having a positive effect on children's outcomes.

### It is not yet good because

- The staff do not securely use assessment systems to ensure they effectively evaluate children's starting points and routinely share next steps in children's learning with parents to support home learning.
- There is a wide range of activities, resources and print displayed around the nursery, but this does not fully reflect all children's cultures and home languages.
- The staff are not routinely fully encouraging children to make marks or practice their early writing during a range of different play situations.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed activities in the play areas and the outside area.
- The inspector held a meeting with the Nominated Person /manager of the nursery and completed a joint observation in the nursery.
- The inspector looked at some children's records, including their assessment and spoke to staff.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

## **Inspector**

Sue Taylor

## Full report

### Information about the setting

Thornton Heath Early Years Centre nursery registered in 2005 and operates from a purpose-built building. Children have access to an enclosed outdoor play area.

The nursery is situated in a residential area in Thornton Heath. It is open each weekday from 8am to 5.45pm, school term time only. The nursery is registered on the Early Years Register for children aged two years, in the period before the term they are three years. Children are integrated with those who attend the local authority maintained nursery school. There are close links with the Sure Start Children Centre.

There are currently 22 children aged two years on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 13 members of staff who work across the nursery, all of whom hold appropriate early years qualifications. There are four staff, including the manager, who hold Qualified Teacher Status, eight staff hold a childcare qualification to level 3 and one has level 2. The nursery receives funding for the provision of free early education for children aged two years.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure observation and assessment systems give particular attention to children's starting points, identify their next steps in learning and routinely share this information to enable parents' involvement in children's learning at home.

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

- improve the use of children's home languages and culture across the environment and in their play, to promote diversity fully and help develop children's awareness of differences amongst people
- encourage children to use writing materials and tools to make marks and to practise early writing in a range of play activities, both inside and outdoors.

## Inspection judgements

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

The recent changes to the organisation of the nursery are beginning to have a positive impact on children's learning but assessment systems are not as yet fully embedded in practice. The key persons observe as children play and use these to assess where they see the children are in their learning. However, staff are not always effectively assessing all children when they start to enable them to set initial challenging learning targets. Some staff are not secure in their understanding of the assessment processes and as such, some children's assessments are not helpful in identifying their learning needs. As result, the sharing of information with parents is not fully engaging them in supporting their children's learning at home. Staff complete progress checks for two-year-olds that include information on children's personal, social, emotional and physical progress as well as their communication and language development. However, it is not clear from discussion or the reports, how staff engage parents in the process. Children's learning records are not all organised in a way to make it easy to locate the current next steps in a child's learning. This makes it more difficult for all staff to know what they are so they can successfully support each child across the nursery.

The newly introduced small story groups are working well. Each group has a small group of children who have similar communication and language development support needs. The small group is particularly useful for those children for whom English is not their first language. The staff use some signing and encourage children to repeat words for a story or song. Children engage well, interact with familiar stories, such as finding a related prop or repeating the letter sounds. Children enjoy the freedom to make choices about their play, whether indoors or outside. The supervision of the staff across the nursery mean they encourage children to take part in activities and some show good levels of interest. For example, children in the art area are given the time to practise cutting skills with the scissors. There are ample writing materials and tools in the nursery, however staff do not encourage the use of these at other play experiences, such as outside in the garden or at the role play shop. Children are able to express their own ideas as they paint or make pictures using a good range of different materials. Children are listening to the staff and enjoy the new responsibilities they have, such as fetching water for the drink table or helping to tidy up. Positive relationships are developing with parents who comment on the improved range of resources accessible to their children so they can make choices about their play.

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

Children gain from the close relationships they develop with staff. The new key person system is working well. Each child has a named key person and a buddy key person, meaning that there is always someone present who the child knows well. The children develop positive relationships with the staff who support them throughout their time at the nursery until they leave for school. The daily staff team discussions is helping to ensure that staff have a clear understanding of a child's individual care and learning needs. Changes to the nursery routines mean that children are now gaining independence skills. They are spending good levels of time at activities of their own choosing or show they are keen to join in with adult planned activities. Staff encourage children to do things for themselves, such as hanging their apron up or pouring a drink of water. Overall,

children behave well and happily participate in group activities, sharing resources and taking turns.

Children bring packed lunches and the new lunchtime routines are proving beneficial. Children know what table they have lunch at and there is a regular member of staff at that smaller group table. As a result, children's behaviour is quickly improving and staff are teaching them about the importance for a healthy lifestyle. For example, talking to children about how healthy foods help them grow. Children learn about the importance of washing hands before eating.

Children decide if they wish to play indoors or outside. The nursery environment is spacious, stimulating, child centred and welcoming. There is an excellent variety of good quality resources both indoors and outside for children to access easily. However, there is less reflection of diversity, such as better use of children's home languages, to help all children learn about the importance of respecting and valuing differences in the wider world. The staff spend time engaging with the children as they explore the environment. Children use scissors safely, practise fire drills and begin to use the physically challenging play equipment outside. This helps support children's growing awareness of how to keep themselves and others safe.

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

This inspection was brought forward because of a failure to notify Ofsted of change of management. An Ofsted visit was made last year in relation to the maintained nursery school. It found that the provider had failed to notify Ofsted within 14 days of a change of manager and nominated person for the setting. This breaches a legal requirement of the Statutory Framework for the Early Years Foundation Stage. Ofsted sent a warning letter and the appropriate checks were completed. Since then, the current nominated person and manager has been appointed to improve the nursery. She informed Ofsted when she began her role and has the appropriate checks. The provider has a secure awareness of her responsibility to meet the safeguarding and welfare requirements. The premises are secure and staff carefully supervise children, at all times including arrivals and departures. Risk assessments are in place and staff assess the ability of children to access and manage the larger climbing apparatus. The various written policies and procedures available at the nursery and those on the website help inform staff and parents of the nursery's practices. There is clear detail in the safeguarding documents that demonstrate the provider's awareness of how to meet the local authority guidelines. Staff have a confident awareness of how to respond to child protection concerns about children in their care.

A thorough recruitment and induction process helps ensure the suitability of the staff, with the appropriate checks undertaken. The provider has made a strong start to making changes at the nursery to improve outcomes for children. The improved staff supervision, training sessions and monitoring of staff practice is helping promote the staff team's knowledge. This is supporting their professional development and aims to develop secure

processes that meet the learning and development requirements. The provider has not been in post long so some new processes are not as embedded to be effective at meeting all of the learning and development requirements. However, comments from staff and parents indicate that they have seen positive changes to the nursery practices. When necessary, staff liaise well with parents and other professionals to ensure children get the support they need. Partnerships with parents and others make a strong contribution to supporting children's learning and well-being. Processes are developing to help ensure that sharing information with others positively supports the continuity of children's learning.

The provider has systems in place to monitor children's progress across the nursery to ensure that achievement gaps are identified and narrowed. This means that as the children move through the nursery they gain the skills they need for their future learning. Processes to evaluate the nursery practices are in place. Development plans are ongoing and demonstrate a clear awareness of the need to improve learning outcomes for the children. The provider is working alongside the schools improvement team. The nursery has a good capacity for continuous improvement and the provider demonstrates effective leadership skills.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY292929
<b>Local authority</b>	Croydon
<b>Inspection number</b>	953546
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	22
<b>Name of provider</b>	London Borough of Croydon
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	020 8684 0494

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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, which are usually the childminder's 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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