

# Thorney Close Child Care Centre



Sure Start, Thorney Close Action & Enterprise Centre, 120 Thorndale Road,  
Sunderland, SR3 4JQ

## Inspection date

17 July 2015

Previous inspection date

5 March 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The manager and deputy have an excellent understanding of the requirements of the Early Years Foundation Stage. They are skilled at using data to track children's progress. This helps to identify and plan for any gaps in children's learning.
- Detailed information about children's learning and development needs and care is collected when children start at the setting. Settling-in practices are very flexible. Relationships with local schools are very strong and staff ensure that children's achievements and needs are shared as they move on.
- Children are safe in the setting. Staff know what to do if they have concerns about a child's welfare. Risk assessments are undertaken to reduce hazards, and health and safety policies and procedures are robust and evident in practice.
- Children are very well supported to learn about keeping themselves safe. Staff remind children how to move about the setting safely and how to use tools and equipment with care.
- Robust systems are in place for safe recruitment of staff. All staff have been checked for suitability and new staff have a high-quality induction. Regular supervision of staff ensures they are well supported and that children's needs are being effectively met.

### It is not yet outstanding because:

- Some staff do not make use of professional development opportunities to help them develop their knowledge and skills even further.
- Sometimes, opportunities to further extend children's language development are overlooked.

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

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

- enhance staff's professional development that increases the potential to deliver the highest-quality provision and excellent outcomes for children
- help children to develop their emerging vocabulary.

## **Inspection activities**

- The inspector viewed a range of policies, procedures, risk assessments, children's records, staff qualifications and evidence of suitability checks.
- The inspector completed a joint observation with the deputy manager and assessed the quality of teaching.
- The inspector completed a tour of the setting and observed teaching and learning of all ages of children, inside and outside.
- The inspector spoke to the manager, deputy manager, staff, parents and children during the inspection.

## **Inspector**

Julia Matthew

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching throughout the setting is good and outstanding at times. This contributes to all children making at least good progress from their starting points. Staff get to know children by observing them and accurately assessing their individual needs. Parents provide information about children's experiences and learning at home. Staff use this to plan the environment and activities which support children's interests, learning styles and next steps. In addition, they plan for groups of children who are ready to develop specific skills. For example, the oldest children learn early phonics skills in small groups. This helps them to be well prepared for the next stage in their learning. Staff place high priority on the development of communication, language and literacy skills. Children are encouraged to share their ideas, thoughts and feelings verbally and through the use of signing. In general, children's language acquisition is very good. However, occasionally temporary staff do not introduce new words to children to enhance their growing vocabulary.

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

Children and parents are warmly greeted by friendly and supportive staff who know them very well. Colourful displays celebrate children's achievements and provide useful information for parents and visitors. The indoor and outdoor spaces are organised to maximise children's learning and reflect their interests and needs. Children clearly love exploring, investigating and accessing the exciting range of resources, tools and equipment on offer. Children are gently and sensitively supported to develop confidence, self-assurance and self-care skills. This helps children to develop extremely strong bonds with their key person and feel very happy, safe and secure. Children are provided with nutritious meals and snacks which promote their physical health. Staff sit alongside children as they eat, encouraging them to make healthy choices and supporting their social skills development. Behaviour throughout the setting is outstanding. Children are taught to treat each other and the environment with consideration. They play cooperatively, share, take turns and help each other. This contributes towards the atmosphere being calm and conducive to learning.

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

Leadership of the setting is very strong. The manager works closely with her deputy to ensure that standards are high. There is a very strong focus on continuous improvement and all staff are involved in reflecting on and evaluating the provision. Partnerships with professionals and parents are excellent and ensure that children are well supported at home and in the setting. Assessments are accurate and interventions are quickly put in place. Furthermore, parents are actively involved in assessing their children's learning and development. Deployment of staff is well organised so that well-qualified and experienced staff support temporary staff very well to ensure that children make good progress. However, there are not enough opportunities for temporary staff to further their professional development to raise the quality of their teaching from good to outstanding.

## Setting details

<b>Unique reference number</b>	318588
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	868514
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Sunderland City Council
<b>Date of previous inspection</b>	5 March 2012
<b>Telephone number</b>	0191 553 4164

Thorney Close Child Care Centre was registered in 1994 and is managed by Sunderland Children's Services. The setting employs 17 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including two staff who hold Early Years Professional status and two staff who hold Early Years Teacher Status. The manager also holds a management qualification at level 4. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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