

Thorney Close Child Care Centre



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

Inspection date	18 January 2019
Previous inspection date	17 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has a very good knowledge of her role and individual responsibilities. She is well supported by her extended leadership team. Together they have a good understanding of the strengths and weaknesses of the setting and strive for continuous improvement. Robust action plans are in place to help shape future improvements.
- There are strong partnerships with external agencies, such as health visitors and speech and language therapists. Information sharing is effective and helps to meet children's individual needs.
- Overall, the quality of teaching is strong. In particular, staff support children's communication and language development well. They skilfully ask questions and introduce new words during activities.
- Staff regularly share information with parents to help them to understand how children's learning can be further supported at home. Parents are happy with the good progress that their children make and speak very highly of the setting.
- Children's emotional well-being is effectively supported. Staff are caring, sensitive and responsive to children's needs. Children are happy, confident and enjoy their time at the setting.
- Staff provide clear guidance for children about what is acceptable behaviour. They encourage children to play cooperatively together. Children are aware of the expectations of the nursery and respond positively by behaving very well.
- Some activities and experiences provided for children in the two- to three-year-old room do not provide the highest levels of challenge to extend their learning and support them to make even better progress.
- Staff do not gather enough information from parents about what children can already do when they first start at the setting, in order to help them make rapid progress from the very beginning.

What the setting needs to do to improve further

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

- provide resources and activities in the two- to three-year-old room that motivate children, encourage their concentration and challenge their thinking so that they make the best possible progress
- gather more detailed information about what children can do when they start at the setting.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Julie Campbell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of child protection issues and know how to act if they have any concerns about a child's welfare. Regular training keeps staff up to date with the latest guidance. There are robust recruitment and vetting procedures in place. New staff complete a thorough induction process to help ensure that they are suitable to work with children. The manager monitors staff practice through peer observations and effective supervisions. This helps to identify further professional development needs. The manager regularly reviews the progress that children make. This identifies any gaps in children's learning and helps staff to plan what children need to learn next.

Quality of teaching, learning and assessment is good

Staff regularly observe children's play to help identify their next steps for learning and plan exciting and interesting activities. Overall, staff provide activities that build upon children's interests and support their learning well. Children develop good physical skills. Older children skilfully negotiate bicycles up and down ramps in the garden and babies take their first steps when supported by staff. Staff provide children with a range of opportunities to make marks as they play. For example, young children make marks in squirty cream and older children enjoy drawing pictures of themselves using felt-tip pens. Staff are fun and engaging. Children choose their favourite song from a range of pictures and they dance and sing along to the actions. They laugh with delight as they choose to sing their favourite songs again and again. Children show great interest in pretend play, which helps to develop their imaginative skills. Older children make 'tea' in the kitchen and younger children rock their dolls as they sing and soothe them to sleep.

Personal development, behaviour and welfare are good

Children have regular access to outdoor play. This helps to support their physical well-being successfully. Staff pay attention to helping new children settle into the setting. For example, staff provide cuddles and reassurance to support babies on their first day at the setting. They gather information from parents about children's likes, dislikes and daily routines, which ensures they understand children's individual needs. The learning environment is well organised and stimulating. Children confidently choose what they would like to play with. Children are supported well when they transition between rooms. They have visits prior to moving. This helps children to get to know the new environment and new staff. Parents say the staff are a strength of the setting.

Outcomes for children are good

All children, including those who are in receipt of funded education, are making good progress in their learning and development. Children are well prepared for the next stages in learning, including school. Children develop their independence skills. They wash their hands and are learning to put on their own coats. Children of all ages and abilities are keen and motivated to learn.

Setting details

Unique reference number	318588
Local authority	Sunderland
Inspection number	10066184
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	50
Number of children on roll	71
Name of registered person	Sunderland City Council
Registered person unique reference number	RP905584
Date of previous inspection	17 July 2015
Telephone number	0191 561 4164

Thorney Close Child Care Centre registered in 1994. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. 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- and three-year-old children.

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