

# Inspection of Threshers Day Nursery

193 High Street, St. Mary Cray, Orpington, Kent BR5 4AX

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Inspection date:

8 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children thrive in this community-focused nursery. They are excited to arrive and play with their friends. Children choose from an exciting selection of activities. They are learning what they like and dislike. For example, children choose to paint or draw. They play with dinosaurs and read books. Children are busy and enjoy learning.

Children's physical development is well supported. They have plenty of access to outdoor space and play outside in all weathers. In the baby room, children explore sensory materials with their fingers. Babies touch pasta and rice and practise picking them up. They are excited and happy as they play with eye-catching resources. Children are becoming confident explorers of the world around them.

Children have warm relationships with staff and managers. They are learning to share and take turns. For example, when they decorate pine cones with paint and glitter, staff say, 'Share it with our friends, okay? Just a little sprinkle!' Children hear praise as staff interact with them positively, saying 'good job'. When children struggle with their feelings, staff talk to them. Children are learning to understand their feelings. They look after each other and behave well.

## What does the early years setting do well and what does it need to do better?

- Managers and staff design a curriculum that is ambitious for all children. Managers have a clear vision and aim to support children to become confident, resilient and independent learners. All staff share this understanding. They have high expectations of children. This helps children to make good progress in their learning.
- Staff regularly assess the children's knowledge and skills. They identify what children know and can do. However, they do not use this knowledge consistently to consider the specific learning needs of all children when planning activities. For some children, activities do not always target specific gaps in learning.
- Managers and staff are trained to identify children who need additional help with their learning. Managers work effectively with external agencies to ensure that children receive targeted help where required. Children with special educational needs and/or disabilities are well supported.
- Staff support children to develop their communication and language skills. They deliberately select new words to teach children. Staff listen to children and respond positively. They ask children about their experiences outside the nursery. For example, staff ask, 'Have you got your Christmas tree up at home?' Children are becoming confident talkers.
- Care practices are effective. Staff support children to develop key self-care skills. They ensure that all children have a consistent routine. Managers and staff work

effectively with parents to ensure continuity of care, both at home and at nursery. Children feel safe and secure.

- Managers and staff develop strong links with the local community. For example, they regularly take children to the local church. Managers work effectively with external agencies to offer support to local families. All children are able to access the help they need.
- Managers receive funding to help support children's learning. They regularly review the individual needs of children to plan how funding is spent. All children have access to the funding available to them, to help them achieve the best possible outcomes.
- Parents are happy with their children's learning. For example, they report that children 'blossom socially and make friends'. Parents say that children are learning new words and using sign language at home that they have learned at nursery. They say that communication helps them to know what their children are learning about. Parents are able to extend their children's learning at home.
- Managers are reflective of their practice. They regularly arrange training in order to support staff to improve their knowledge and skills. However, managers recognise that supervisions of staff are not always effective. They do not always provide clear feedback that staff can use to develop their teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an exceptional knowledge of safeguarding. All staff understand the safeguarding policy. They know the signs that a child may be at risk of harm. Managers and staff know how to report their concerns to the appropriate authorities. Managers ensure that regular training is provided to refresh staff's knowledge. Managers are robust in ensuring that they recruit suitable people. All staff understand the nursery's whistle-blowing policy. They have a strong understanding of wider and local safeguarding issues.

## What does the setting need to do to improve?

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

- strengthen training and supervisions for staff to ensure that staff are able to deliver the highest quality teaching
- further develop planning to ensure all children are sufficiently and consistently challenged in their learning.

## Setting details

<b>Unique reference number</b>	137251
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10234188
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Threshers Day Nursery
<b>Registered person unique reference number</b>	RP902399
<b>Telephone number</b>	01689 870772
<b>Date of previous inspection</b>	13 March 2017

## Information about this early years setting

Threshers Day Nursery registered in 1973. It is a registered charity run by a board of trustees. The nursery is situated in St Mary Cray, in the London Borough of Bromley. The nursery opens each weekday from 8am until 6pm, 51 weeks a year. A team of 20 staff, including the manager, works directly with the children. 10 members of staff hold an appropriate early years qualification at level 3 or above. The nursery receives funding for the provision of free nursery education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kate Daurge

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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