

# Thornleigh Day Nursery

Inspection report for early years provision

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**Unique reference number** EY217276  
**Inspection date** 11/03/2009  
**Inspector** Valerie Block

**Setting address** Thornbarrow Road, Windermere, Cumbria, LA23 2EW

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Thornleigh Day Nursery is a privately run nursery which was opened in 2001. It operates from a house in Windermere, Cumbria. Children use three play areas and a sleep room, as well as a secure outdoor play area. One play area is accessed by stairs. The nursery provides out of school care and full day care for children in the Windermere and surrounding area.

There are currently 60 children aged from birth to eight years on roll. The nursery is registered to care for a maximum of 34 children on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open from Monday to Friday from 8.00 until 17.30 all year round, apart from bank holidays and a week at Christmas. Children attend for a variety of sessions. There are children attending who have additional needs and who speak English as an additional language.

There are nine members of staff who work with the children. Eight staff hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are well-settled and are making satisfactory progress at this welcoming, inclusive setting as staff develop good relationships with children, their parents and other providers and satisfactorily exchange information about each child. However, there are weaknesses in the provision for learning and development. Children are very safe and secure due to the setting's robust procedures and children's emotional well-being is well provided for. Although self-evaluation tools have not as yet been fully completed, the setting shows a sound capacity for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of observation, assessment and planning, involving parents, to assess and plan for the next steps in each child's learning and development
- review the planning of the learning environment, including staffing rotas and children's independent access to equipment and activities, to improve outcomes for children's learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that information is obtained as to who has legal contact with the child; and who has parental responsibility for the child. (Safeguarding and welfare)

25/03/2009

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

The designated person and staff have a good understanding of their role in safeguarding children and recruitment systems are robust to protect children from harm. All required records, policies and procedures are implemented effectively to promote children's welfare. However, the nursery has not received information about who has legal contact with the children or who has parental responsibility for the children in their care. Appropriate risk assessments help to ensure that children are kept safe, both in the home and on outings. The provision has good systems in place to prevent cross-infection and keep children healthy, and they have received an award for promoting healthy eating.

The setting takes steps to ensure that all families and children are included in the life of the setting. For example, at the entrance, the setting display a list of different phrases in different languages welcoming people to the group. Children who speak English as an additional language are made very welcome and their heritage and language valued. Parents advise that they are very satisfied with their children's overall care and education and think their children are happy and well-settled.

Generally the provision recognises its broad areas for improvement and strengths and makes appropriate plans to improve performance using structured feedback from parents and children as well as advice from staff and advisory services, although self-evaluation systems are incomplete.

## **The quality and standards of the early years provision**

Staff have differing levels of understanding of the Early Years Foundation Stage with some staff having limited understanding of learning and development requirements. Staff have begun to make simple, irregular, written observations of children and are using this information to make adequate assessments and plans. Starting points and next steps in learning and development are not clarified sufficiently for individual children. However, activities are satisfactorily varied, covering all the areas of learning and staff support children with warmth and understanding in their play. Children are making satisfactory progress in learning and development and are very well-settled and cared for. Key staff have a good understanding of the unique qualities of their children, however, the majority of the staff work with all children equally on a rota in all three playrooms and are not developing an in-depth, robust understanding of each child's profiles and next steps in learning. Parents exchange information with staff verbally about how children are progressing at home, but do not contribute in a systematic way to the assessment of children's starting points on entry to the nursery and the nursery do not make suggestions as to how parents can extend learning at home. Children have some access to a satisfactory amount of various play equipment and activities in their environment, but access is limited at present, so preventing children developing independence and limiting their ability to make choices about their learning and play. For example, story books used for reading at story time are

stored on a high display area and children cannot access these books for themselves. Children of all ages enjoy play in their safe outdoor area using ride-on toys, balls and role play equipment. They particularly enjoy stroking and talking to their pet rabbits and learn about pet care. Children are encouraged to dress and undress themselves for outdoor play so encouraging personal development and independence.

Strong emphasis is placed on developing social skills and good manners, so that children learn to be caring towards others and to respect difference. Children begin to understand about risks and dangers, for example, as they learn about road safety during their walk to and from school each day. They also learn to keep themselves healthy as they are encouraged to drink from their own water containers throughout the day. Staff help children to value diversity as they have regular activities about different festivals and have some toys available to children that show positive images of diversity, including disabilities. Children with disabilities are cared for well and staff work in partnership with parents to ensure their needs are met. Children satisfactorily begin to learn skills that will help them to be successful in later life, such as numeracy and literacy. A computer with an appropriate children's keyboard is available to older children and electronic toys are available to younger children to help them begin to learn about information technology.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 3 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 3 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others?                            | 3 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 3 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.