

Thornleigh Day Nursery

Thornbarrow Road, WINDERMERE, Cumbria, LA23 2EW

Inspection date	30/04/2013
Previous inspection date	11/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children remain safe and secure while at the nursery, due to the rigorous safeguarding policies that are implemented by the vigilant and caring staff.
- The manager and staff create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and adults working with them.
- Children enjoy exploring and discovering new things as staff provide interesting and challenging activities and experiences in the indoor and outdoor areas.
- Staff provide an imaginative range of activities based on children's interests and suggestions. This results in children being interested, focused and highly motivated in their learning.

It is not yet outstanding because

- There is room for staff to consider further ways of enabling all parents the opportunities to share what they know about their children's achievements at home, in order to fully build a complete picture of children's learning and development in all aspects of their lives.
- There is scope for staff to further extend children's good early numeracy skills, by displaying more numerals in the environment to support their number recognition.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby room, the toddler room, the pre-school room and the outdoor play area.
- The inspector held meetings with the manager and undertook a joint observation of an activity in the pre-school room with the manager.
- The inspector looked at a sample of children's learning journals, planning documentation and operational files consisting of policies, risk assessments and staff qualifications and suitability documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.

Inspector

Sandra Williams

Full Report

Information about the setting

Thornleigh Day Nursery was registered in 2001. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is a privately owned nursery which operates from a house in Windermere, Cumbria. The nursery serves the local area and is accessible to all children. It operates from a baby room, toddler room and pre-school room which, is also used by the children who attend the out of school club. There is also a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. Staff support a number of children who speak English as an additional language. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- devise further ways to encourage all parents to share more information about their children's achievements at home, in order to fully build a complete picture of children's learning and development in all aspects of their lives
- increase opportunities for children to develop their already good numeracy skills by displaying more numerals in the environment.

Inspection judgements

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

Children are very well supported in their learning and development because the manager and staff have a good knowledge of how children learn. They provide a wide range of activities and experiences for all age groups of children, covering all areas of learning, both indoors and outdoors. A good balance of adult-led and child-initiated experiences is provided and children are encouraged to make independent choices from the wide selection of toys, equipment and resources available. As a result, children thoroughly enjoy the time they spend at the nursery and are excited and motivated to learn. Staff support children's learning well and praise their efforts which encourage them to concentrate and persist with activities. Consequently, children show high levels of

involvement and focus on activities for extended periods of time. For example, children are engrossed in a wonderful activity in the outdoor play area. As they prepare to visit a local fire station later in the week, they are invited to work as a group, to make their own fire engine using cardboard boxes and tubes. They choose red paint and glitter to paint the engine using brushes, rollers and their hands. They delight in this creative and sensory activity, undertaken in the sunshine, and show very good ability to work alongside others as a team. The staff extend the children's sensory experiences further by encouraging them to make marks on the floor with their feet using paints and exploring the different colours and textures. They thoroughly enjoy experimenting with the paint, mixing colours and learning that when white paint is mixed with colours it makes a 'lighter' colour.

The quality of teaching is very good. Staff have a good understanding of how to promote the learning and development of young children and, as a result, children make good progress in their learning. Staff support the development of children's communication and listening skills. For example, while playing outside they hear an aeroplane in the sky and make decisions about where it is flying to. Some children guess it might be going to London, Scotland, America or Italy. This naturally leads onto a conversation about families and holidays as the children comment on where they have been on holiday and which family members went with them. Children confidently talk to their peers about their experiences, which supports the development of their expressive language skills. Children with identified speech, language and communication needs are equally well supported. This is because staff make good use of advice and implement speech and language monitoring tools. Effective use is made of signing action songs and nursery rhymes as an additional means of communication. Children with English as an additional language are well supported in learning English through the use of dual-language books, story sacks and labels in the environment.

Staff provide some opportunities during adult-led activities to develop children's awareness of early number and counting. For example, they count the number of coloured stars and match them to the colours on the rainbow flag. Mathematical language is used well, such as 'big', 'very big' and 'bigger' to describe the size of the fire engines hose that the children make out of cardboard tubes. Children are making good progress in their counting, but are not yet able to recognise some numerals. There is scope to display more numerals in the environment to further support children's number recognition and to enhance their mathematical skills.

Staff have high expectations of all children as they complete a range of good quality assessments. They use the Development Matters in the Early Years Foundation Stage guidance to establish the age bands children are working within, and this is tracked over time to demonstrate good progress. Children have individual learning journal files containing information collected from parents on entry to the setting, observations and photographs and regular progress reports, as evidence of learning. Overall, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school. Parents have access to this information, which keeps them well informed of their child's progress. They are actively encouraged to share information about their child's learning at home. Some parents contribute to their children's learning journals. However, there is scope for staff to consider further ways of encouraging all parents to share what they know about their children's achievements at

home, in order to enhance and build a complete picture of children's learning and development in all aspects of their life.

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

Children are happy to come to nursery and soon develop confidence to make friends, supported by kind and sensitive staff. A well-established key person system is in place, which helps children to form secure attachments to staff, which promotes their well-being and independence. Children show they have close bonds with their key persons and enjoy cuddles regularly. Staff address children's individual needs well and work closely with parents to support their emotional development. Parents bring in photographs of the children with family members which are displayed on the walls to help children feel a strong sense of belonging. Parents use words such as 'high standard' and 'excellent' when describing the level of care and support provided. Children are well supported in their transitions between rooms and when they leave nursery and transfer to local schools. Teachers from local schools visit the children at the nursery and children visit the schools. This helps them to become familiar with new members of staff and their classroom environment. As a result, effective measures are taken to ensure children are well-prepared for the move.

The stimulating, well-resourced and welcoming environment supports children's all-round development and emotional well-being. Toys, equipment and resources are relevant to children's interests and arranged flexibly so that they can explore and make choices. Children develop their independence as they are able to find and return what they need. They respond well when it is 'tidy up time', placing toys and equipment back into labelled boxes and returning them to storage units. Staff are good role models and behaviour expected of children is modelled by them. As a result, behaviour in the nursery is good and minor disagreements are sensitively managed. Frequent verbal praise also promotes children's self-esteem and confidence. Throughout the nursery, relationships between both staff and children are good. This promotes a relaxed and happy environment, which enables children to feel cherished and secure. They show respect for one another and for the two pet rabbits, as they learn to be kind and gentle. They begin to understand about taking risks through the various activities and routines on offer throughout the day. For example, when children use paint to make marks with their feet, they learn that the paint is slippery and they take care not to slip. All staff consistently give the highest priority to safety of children and, as a result, children know and understand how to keep themselves safe.

Children are provided with a broad range of experiences to develop their physical skills. Indoors, they show good control in holding and using tools, such as using cutlery to eat their food and cutting off pieces of sticky tape when making models. Outdoors, children skilfully manoeuvre around on sit and ride toys, push buggies and dig in the sand pit. Children are offered healthy snacks and meals, which are freshly prepared on site each day. Drinking water is freely available to them. Staff sit alongside children when they eat and good manners are encouraged. The importance of maintaining an active lifestyle is promoted effectively. Staff encourage all children to manage their own hygiene and acknowledge and encourage their efforts to manage their personal needs.

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

The manager maintains a good overview of the curriculum and monitors the educational programmes to ensure children are helped to make good progress in all areas of learning. She has a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and uses this well to support the staff team. As a result, staff are enthusiastic and clearly enjoy working in the nursery. Performance management is well managed within the nursery and staff training needs are identified through supervision and appraisals. Planning and assessment systems are monitored effectively and the manager gains first-hand knowledge about what is working well and addresses issues raised. Documentation for tracking children's progress is effective. This information accurately identifies children's levels of development in the prime and specific areas of learning. Consequently, children are supported to attain the level of achievement expected for their general age range.

Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. Parents speak very highly of the staff and really value the flexible and caring service they provide. They have complete confidence in the staff to keep their children safe and happy. Working relationships with other professionals, such as health visitors are well established to ensure children get the help and support they need. Parents are effectively signposted, when appropriate, to additional support from local agencies including the children's centre. The manager and staff have been proactive in their approach to sharing information with other settings children attend. This results in effective shared knowledge about children that supports continuity in their learning and achievements.

Children are safeguarded well because the manager and staff have clear safeguarding policies and procedures embedded within their practice. Effective recruitment and vetting procedures are robust. As a result of comprehensive induction to the nursery, staff and students are fully aware of their roles and responsibilities in keeping children safe. The manager ensures that staff's knowledge is secure and uses regular staff meetings and on-going discussions to review policies and check their understanding. Children are safeguarded further because all areas accessed by children are kept safe and secure at all times.

Self-evaluation takes into account the views of staff, children and parents. Views are sought through regular meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or provide written comments. The manager has a strong drive to improve the nursery to support children's achievements over time. Recommendations from previous inspections are promptly and effectively implemented, which demonstrates the commitment for continuous development. The manager works well with the local authority early years advisor, which further enhances the self-evaluation process.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	EY217276
Local authority	Cumbria
Inspection number	870728
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	58
Name of provider	Elldare Ltd
Date of previous inspection	11/03/2009
Telephone number	015394 48399

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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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