

Gingerbread Corner

Grenaby Avenue, CROYDON, CR0 2EG

Inspection date	10/03/2014
Previous inspection date	05/02/2013

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 benefit from a welcoming, inclusive setting. They have access to a varied range of good quality resources and play materials for indoor and outdoor play.
- Staff have good relationships with parents and keep them well informed about their child.
- Children take part in a wide variety of interesting activities and experiences that support their good progress in their learning and development.
- The management team are committed to continuous development and take effective steps to improve the provision.

It is not yet outstanding because

- The toddler room and the part-time preschool room are not as well organised as the other playrooms in the nursery.
- Staff do not fully encourage children's independence skills at meal times.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all the playrooms in the nursery taking part in indoor and outdoor activities.
- The inspector had discussions with managers and staff.
- The inspector sampled records including children's files and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Gingerbread Corner registered in 1993 and is a registered charity run by a voluntary management committee. It operates from a purpose built two storey building in the London Borough of Croydon. The nursery is based on the ground floor of the premises, with the part-time preschool room and rooms for out of school provision for school age children on the first floor. The first floor is accessed by stairs and a lift. All children have access to secure outdoor play areas. The nursery is open each weekday from 7.45am to 6.30pm all year. The out of school provision consists of a breakfast club from 7.45am-8.30am and an afterschool club from 3pm to 6.30pm each weekday during term time, and a play scheme from 7.45am to 6.30pm during school holidays. Gingerbread Corner is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 70 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged three and four years. It supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. There are 18 members of staff who work with children in the nursery. The manager and seven other staff members hold relevant qualifications at level 3. There are seven members of staff who hold level 2 qualifications and two staff members are currently working towards qualifications.

What the setting needs to do to improve further

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

- review the organisation of the part-time preschool and toddler rooms to create cosy quiet areas to further support children's communication and listening skills
- extend opportunities for children to further develop their independence and self-care skills at meal times.

Inspection judgements

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

Staff gather detailed information about each child's background, starting points and needs and welcome all children warmly into the nursery. They talk to parents before children start and ask them to fill out 'all about me' forms. This means they get to know children well and are familiar with their individual needs. They adapt activities and routines where necessary, for instance if children have additional needs, so that all children are included. Staff make regular observations of children's achievements and use these to plan a variety of interesting activities that build on children's skills. As a result, children make good

progress in their learning in relation to their starting points and capabilities. Staff talk to parents to give feedback every day and encourage them to share information from home. They invite parents to regular reviews to discuss children's progress and keep them up to date with their child's next steps. This means parents are effectively involved in their child's learning.

Staff teach children a range of useful skills that prepare them well for the next stage of learning and for school. They support children's early language and communication skills effectively. They sing songs and rhymes with babies, talk to children as they play, ask questions and encourage conversations. They successfully engage children's interest in books when they read them familiar stories and children remember words and phrases. Children have access to a wide range of books in each of the playrooms. However, although books are available in the part-time preschool room, there is not a welcoming, cosy quiet area available to encourage them to share stories independently. In addition, while toddlers enjoy moving between a good range of activities available for them in their room, sometimes they are easily distracted as the room is not always organised into smaller quiet areas to encourage concentration and listening skills. Staff support children who are learning English as an additional language well. They find out key words from home and incorporate them into the nursery through signs and labels around the room. Older children enjoy telling staff new words in their home language and learn how to say hello in the languages of their friends.

Staff support children's understanding of number, size and measure well during every day activities. They help toddlers draw around their own hands and encourage them to compare the size of different hand prints, talking about 'bigger' and 'smaller'. They talk to children as they play in the sand tray, filling and emptying different sized containers. Younger children are fascinated when staff blow some bubbles. Staff encourage children's imaginative play when they join in with their game in the home corner. Children throughout the nursery join in with songs and music enthusiastically. Babies shake and rattle instruments as staff sing songs to them and older children join in with words and actions. Children benefit from a balanced routine and are well stimulated and occupied through the day.

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

Children settle quickly in the nursery. They make good relationships with staff and each other. Young children benefit from consistent carers who are attentive to their individual needs. Staff are careful to follow babies' familiar home routines for feeding and sleeping when they start. This helps children feel secure and effectively supports their emotional and physical well-being. Children quickly become familiar with the routines and expectations of the nursery. They line up to go outside and sit quietly on the carpet at circle time. Staff provide consistent support and guidance, reminding children to use their 'listening ears' and to take turns and be kind. This helps children behave well.

The nursery is bright, welcoming and well maintained. Most rooms are well organised and a wide range of age appropriate resources are available according to children's age and

needs. Children grow in confidence and independence as they select a variety of easily accessible play materials. Staff make daily checks of the nursery and garden to make sure that all areas are safe. Good security measures are in place so that the premises are always secure. Staff are vigilant in supervising children at all times, making sure that enough staff are indoors and outside and accompanying children to the toilets where needed. Children learn about risks and how to keep themselves safe when they remember to walk up the stairs carefully holding on to the rail. They take part in regular fire drills so that everyone knows what to do in an emergency.

Children's good health is promoted effectively. Children learn to manage their own personal needs when they wash their hands before they eat, or go and get a tissue independently to blow their nose. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which help minimise the risk of cross-contamination. Children benefit from well balanced nutritious meals and snacks that are freshly prepared on the premises. They enjoy a variety of fruit at snack time and some tuna and pasta for lunch. However, staff do not fully support children's independence and self-care skills at meal times as they serve food for them rather than encouraging them to do things for themselves. Children have free flow access to the garden and play outside throughout the day as part of a healthy lifestyle. They have fun practising their physical skills as they pedal bikes and play ball games. Older children experience new challenges when they play in the adventure playground and are excited to balance and climb on the large apparatus.

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

Children's welfare is effectively safeguarded. There are robust procedures in place for recruitment and vetting to ensure that all staff and committee members are suitable for their role. All staff complete child protection training and are familiar with the procedures to follow if they have concerns about a child. All the required documentation that supports the day to day running of the nursery is in place. The management team monitor staff performance effectively through room observations, supervision and appraisals. Staff attend local training courses to further develop and extend their skills. This ensures that the staff group is well trained and supported.

Staff show a good understanding of the learning and development requirements. They monitor children's progress closely through observation and assessment. They take the needs of children who have special educational needs and/or disabilities into account and adapt activities where appropriate to ensure all children can take part. They work very well with other professionals as appropriate, facilitating visits from a physiotherapist or speech and language therapist where relevant and agreeing shared targets for children's development. This ensures children experience a consistent approach to their learning and care. Staff also work closely with parents and value their contribution to the running of the nursery through the management committee. Parents have access to a wide range of information about the nursery including policies and procedures. They comment that they particularly value the very supportive, individual approach of staff and they feel their child is safe and well-cared for. They are pleased with the progress their children make.

The management team are committed to continuous development and work hard to make changes that will improve outcomes for children. They have introduced new systems for monitoring and evaluating the nursery and staff are now more involved in identifying areas for improvement within their rooms. As a result, staff made recent changes to the organisation of the baby room so there are clearly defined areas where younger babies can be cared for where needed and so that all children can easily access the outdoor play space. The nursery are also in the process of developing the outdoor play area to increase opportunities for digging, growing and exploring the natural world. These improvements ensure children continue to benefit from new and varied challenges that support their learning well.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	124925
Local authority	Croydon
Inspection number	953594
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	146
Number of children on roll	153
Name of provider	Gingerbread Corner
Date of previous inspection	05/02/2013
Telephone number	01942 446 437

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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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