



Sunshine Day Nursery

Inspection report for early years provision

Unique Reference Number	EY275057
Inspection date	06 June 2006
Inspector	Janet Marie Thouless
Setting Address	East Surrey Hospital, Canada Avenue, Redhill, Surrey, RH1 5RH
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Registered person	Surrey & Sussex Healthcare NHS Trust
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunshine Day Nursery opened in 2004. It operates from four rooms in a purpose built self contained building, located within the grounds of East Surrey Hospital in Redhill, Surrey. It is owned by the Surrey and Sussex Healthcare NHS Trust.

A maximum of 67 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 18:00 all year round excluding Christmas and Bank Holidays. All children have access to a secure enclosed outdoor play area.

There are currently 95 children from three months to five years on roll. Of these 35 children receive funding for nursery education. The nursery primarily serves the families of NHS staff working within the hospital. The nursery makes provision for children with special educational needs, and those who speak English as an additional language.

The nursery employs 18 full and part-time staff of which three are bank staff. Of these, 14 staff hold appropriate early years qualifications and four have experience of caring for children. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good hygiene practices through everyday routines. They learn to wash their hands after messy play and before eating, using soap and water effectively. Older children independently use tissues, which are readily available, to wipe their noses. Effective procedures are in place to sustain good levels of hygiene throughout the nursery. Babies are changed on clean changing mats, staff wear gloves and dispose of nappies appropriately. Anti-bacterial cleaners are used effectively to wipe tables used for meals and to sanitise toilet and nappy changing areas. Children have clean cots and mattresses and their own bed linen; they can sleep according to their individual needs and are monitored well. Children are well protected from the sun when they play outside as they put on their hats, sun-cream is applied by staff and structures have been erected in the garden to give shade. Children are well protected as sufficient staff hold current first aid qualifications and understand the procedures to follow if children have accidents or require medication.

Children's health is promoted by the nutritious and balanced meals on offer. Children enjoy meals that are freshly prepared in the hospital kitchens. Their individual dietary needs are fostered well because staff take parents wishes into account and keep them informed about what children have eaten and drunk during the day. Staff follow babies' individual routines for eating and sleeping. This ensures continuity of care and contributes to their physical well-being. Meals comply with special dietary requirements to ensure children's individual needs are met. Meal times are sociable and relaxed; children sit together alongside friends and staff. Older children are fully supported in becoming independent, for example, they serve themselves at meal times. Children help themselves or are reminded to drink water throughout the day to ensure they are hydrated.

Children develop a positive attitude to exercise and participate in daily activities helping to increase their understanding of the benefits of vigorous play. They ride trikes and wheeled toys, enjoy the use of balancing beams and use climbing apparatus with confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe and secure environment. Rooms are large, bright and well decorated. Children are protected because good security arrangements are in place enabling staff to carefully monitor anyone wishing to gain entry. Staff ensure children understand the importance of keeping themselves and others safe by reminding them to pick up or put away unwanted resources. Fire safety systems are in place and regular fire drills help children become familiar with procedures.

Children are well monitored when they sleep; babies are checked every 10 minutes and staff stay in the rooms with older children. Action is taken when hazards are identified for example, locating the front door release button to a higher location. Children use a wide range of good quality toys and equipment for both indoor and outdoor play. Resources are appropriate to children's age and stage of development and many are easily accessible enabling them to make independent choices about their play.

Children are safeguarded because staff have good understanding of the signs and symptoms of abuse. They have updated their knowledge of local procedures through training and know what action to take if they have concerns about children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are confident and settled in the nursery. They have good relationships with staff, who know them well and respond to them warmly. This fosters children's emotional wellbeing.

Staff working with babies have a good understanding of their needs. Staff are mindful of babies' individual routines and work in partnership with parents to meet them. Babies receive lots of cuddles and attention, which helps them settle quickly. They enjoy exploring homemade rattles, showing pleasure with gurgling sounds and smiles. Staff interaction is good with staff talking and repeating familiar sounds to the babies to foster early communication and language development.

Younger children arrive happy, confidently wave good-bye to parents and join in activities. They play with a good range of activities and participate with enjoyment. They build with confidence, enjoy creative media and take pleasure in songs and action rhymes. Staff support children well, providing them with plenty of praise and encouragement. They help children express their thoughts and ideas and follow their individual interests.

Staff are beginning to use the Birth to three matters framework effectively to plan activities for younger children and babies, ensuring their progress and development. Posters are displayed, assessment booklets have been started, and staff make

simple written observations about children's achievements.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals with the support of staff who have a good understanding of the Foundation Stage. Activities are planned taking the stage of children's development into account. Planned group activities take place each day with staff working directly with the children helping them to learn using a good range of resources. Staff interact very well with children asking questions and supporting their play.

Children are developing good relationships and get on well with peers and adults. They greet staff warmly on arrival and show delight when friends arrive. They have many opportunities to be independent. They are encouraged to see to their personal needs such as putting on sun cream when playing outside, washing hands when visiting the toilet and deciding when they wish to have a snack. Children speak confidently to peers and adults. They talk openly about family events, for example, visiting friends at the weekend. Children express themselves through mark making. They write shopping lists during role-play and many recognise and write individual letters in their name and those of their friends.

Children make sense of the world around them through creative projects and individual artwork. For example, children learn about the growth, texture and smell of a range of herbs in the sensory garden. Children learn about a variety of festivals by celebrating Chinese New Year. They have good opportunities to explore a wide range of experiences, which enable them to develop their senses and express themselves creatively.

Children gain confidence in using numbers in their play and during daily routines. They respond enthusiastically to challenges such as matching and sequencing and enjoy activities which extend their mathematical vocabulary, for example, during number games, stories and through discussions with staff. Children work well together; for example, they sit happily together in pairs when using programmes on the computer, happily taking turns when using the mouse. Children develop and improve their physical skills through a good variety of experiences, which include movement to music.

Children are making good progress towards the early learning goals in all of the six areas of learning. Staff use a flexible approach to planning and provide a good balance of adult and child led activities, therefore children learn at their own pace. The planning provides a range of stimulating activities and experiences across all areas of learning. Staff are beginning to use children's assessment records effectively to monitor and record children's achievements to plan experiences. However, children's next steps in learning are not consistently planned for within their assessments.

Helping children make a positive contribution

The provision is good.

All children are cared for by staff who work effectively with parents to meet individual children's needs. Staff ensure children with additional needs are fully included into everyday provision, for example, all children have equal access to resources and activities provided. Children and parents receive a warm welcome into the nursery by friendly and approachable staff.

Staff have high expectations of children's behaviour and foster a calm, secure, caring environment. Children behave well; they play together harmoniously and are polite to each other. Overall, the centre helps individual children learn to recognise and value their own needs and those of others and to understand when to behave appropriately, which fosters their spiritual, moral, social and cultural development.

Children have good opportunities to make choices and take decisions in their play and learning. Children are able to access resources freely and independently within play and learning areas. Children show a strong sense of belonging, developing their confidence and self-esteem, because staff are good role models, excellent examples from the staff and the caring and nurturing environment. Children are becoming aware of diversity within a wider society through planned activities and as they celebrate their own and other cultural beliefs. A good range of resources that reflect diversity are on offer and integrated into everyday provision. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents is good. Opportunities are provided for parents to liaise with staff to view and discuss children's records of achievements and curriculum plans are displayed for parents to support children's learning at home. Staff seek parents' views about their children's needs and interests on a regular basis and before they start at the nursery. However, the information shared with the parents on the Foundation stage is basic.

Organisation

The organisation is good.

Children appear happy and confident in the organised nursery environment. Indoor and outdoor space is effectively used to maximise play opportunities for children. Children are well occupied and engaged in a range of worthwhile play opportunities. Staff work well as a team, are well deployed and organise the daily routines and layout of the rooms appropriately.

Required documentation, which contributes to children's health, safety and wellbeing, is in place and reviewed on a regular basis. However, although a clear complaints procedure is in place there is no system in place for recording complaints and sharing these with parents as required.

Leadership and management is good. Management has a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. Effective recruitment procedures ensure children are well protected and cared for by staff who have a secure knowledge of child development. The good

organisation of nursery education and positive outcomes for children are effectively met because of the strong leadership and management, which motivates staff, builds a committed team and acts as a good role model. Management monitors and evaluates the provision and is committed to improvement. The leadership and management promote an inclusive environment and enable all children to make progress towards the early learning goals.

The provider meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection, the provider was asked to conduct a risk assessment of the outdoor area, ensure accident and medication records are kept up to date and signed by parents and ensure procedures to be followed in the event that an allegation of abuse is made against a member of staff is fully understood by staff. Clear risk assessments are now fully completed on outdoor play areas to reduce hazards and ensure the safety of all children. Accident and medication records are kept fully up to date and signed by parents to ensure the well being of the children. The child protection procedure has been updated to ensure staff fully understand what procedure will be followed if an allegation of abuse is made against them. This information is clearly displayed on the notice board for all to view and through staff induction training.

Complaints since the last inspection

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend the complaint policy to include a complaints record to share with parents.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure childrens next steps in learning are consistently completed to inform curriculum planning.
- improve information shared with parents on the Foundation stage and the early learning goals.

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