

Sunshine Nursery

Inspection report for early years provision

Unique Reference Number	EY136884
Inspection date	19 March 2007
Inspector	Lynne Pope
Setting Address	O'Neill Drive, Peterlee, SR8 5UD
Telephone number	0191 586 9222
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Registered person	Sunshine Nursery
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 inadequate – notice of action to improve. The registered person does not meet 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 Nursery and Out of School Club is run by a partnership. It opened in 2001 and operates from purpose-built premises near the centre of Peterlee. A maximum of 84 children may attend the nursery and a maximum of 18 children may attend the out of school club at any one time. The nursery is open each week day from 07.15 until 18.00 for 52 weeks of the year. The out of school club operates from 08.00 until 09.00 and from 15.00 until 18.00 during school term time. It operates from 08.00 until 18.00 during school holidays.

There are currently 97 children aged from birth to eight years on roll. Of these, 19 children receive funding for early education. Children come from a wide catchment area. The nursery supports children with learning difficulties and disabilities.

The nursery and out of school club employs 18 staff. All staff hold appropriate early years qualifications and one member of staff is working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for on premises that are comfortable and clean. Effective procedures are followed by staff to protect children from the spread of infection. The written sickness policy is shared with parents and carers before their child starts. Appropriate consents and records are in place for the administration of medication and recording accidents. From entering the nursery, children develop an awareness of good hygiene routines which are implemented by staff. Children over the age of three years are aware that they need to wash their hands before meals. Physical activity plays a large part in children's development, enabling them to learn about the importance of activity in a healthy lifestyle. They have the choice during the morning and afternoon session whether they spend their time indoors or outdoors, no matter what the weather. Appropriate clothing is provided to protect children from the elements. Children enthusiastically take part outdoors as they ride on cars, climb on the frame and use the slide. They show great excitement when it snows as they are able to go out and experiment with it using various tools, such as spades. Older children make regular visits to the local park where they can access larger equipment.

Children's well-being is enhanced by accessing a healthy diet. Meals are freshly prepared on the premises. Snacks of fruit are freely available in the playrooms so that children can choose when they would like some. Alternatives are available on the lunch time menu based on children's dietary or religious requirements. However, organisation of lunch time for children aged over three years is poor. Their independence is not encouraged and the meal is not discussed with them so that they can be involved in deciding whether they would like it or not.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's playrooms are made welcoming with displays of their art work and photographs of activities, giving them ownership of the environment. Photographs in the baby room are available at children's height, enabling them to look at the pictures closely. Most of the indoor space is organised effectively, enabling children to explore and take risks while being supervised. However, at the time of the inspection some children were being cared for in premises not approved by Ofsted whilst improvements were being carried out to the nursery premises. Safety hazards were evident in the premises, compromising children's safety. The promotion of children's safety within the setting is a requirement of registration. Children use a broad range of safe, well maintained toys and equipment suitable to the age and stage of their development. They are arranged at child height both indoors and outdoors, enabling them to make their own selections. This results in children becoming independent in their activities.

The nursery environment is secure. All visitors are monitored and required to sign the visitor's record. Regular fire drills are carried out with all the children so that they are aware of the routine. Most procedures for outings ensure children are safe. Staff carry out a written risk assessment before the outing and gain written consent from parents. Nursery owned vehicles are used to transport children to and from school and on outings, suitably supervised by staff. However, adequate insurance cover is not in place for one of the vehicles.

Children are well protected by staff who are confident and secure in their knowledge of child protection policies and procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children experience a varied range of activities which contribute to their development inside and outside the provision. Children aged two to three years explore the various resources available, such as the sand tray on the floor. They particularly enjoy sweeping up the spilled sand. They eagerly join in singing familiar rhymes as they sit round in a circle. However, no plans are in place for children in this age group this week as they have been accommodated in a different room. This results in some children not being settled and being disruptive. Children under the age of two years are happily occupied as they explore the texture of the cooked noodles. Some children relax with a member of staff on cushions as they look at picture books. Staff join in with children's play, sitting at their level and encouraging them. Staff caring for children under three years plan around the 'Birth to three matters' framework. Children are observed during their activities and extension activities are identified for future plans. Plans for children aged two to three years do not identify what individual children will gain from an activity. Photographs and notes of children's achievements are kept in individual development files, which are shared with parents and carers.

Nursery education

The quality of teaching and learning is good. Children are settled and confident in the setting. They all have a positive approach to activities, being eager to take part. Staff have a good knowledge of nursery education and plan together as a group, ensuring that they are all aware of what the learning intentions are for activities. Regular observations are carried out of individual children along with photographs being taken of their achievements. This information is entered into the development file and used to plan future activities. Staff carefully explain activities for the session to children and give suggestions how the child might carry it out. This inspires children to have a go. However, the organisation of some group activities, such as carpet time, is poor. This leads to some children being disruptive and removed from the group with the result that they are not included or do not benefit from the information being shared.

Children have developed good relationships. They are confident speakers, enjoying talking to staff, visitors and each other. They make their own choices from resources in the setting. Story time is enjoyable and later on they recall specific events from the story, such as 'Jack had some beans'. Most children sit and listen attentively. All children are confident when using numbers in everyday contexts. They make hot cross buns with the play dough and count up to seven of them. Shape and space is explored as they pour water from one container to another. There are lots of opportunities to develop knowledge and understanding of the world. Children look at sunflower seeds, touch them and examine them with the magnifying glass. Plants are examined and they attempt to paint a picture of them. Later in the day they plant seeds in plant pots and compost outdoors. They are aware that they need to be watered to grow.

Children enjoy constructing as they use a broad range of materials describing what they have made. Information technology supports their learning well as they competently control the mouse to work simple computer programs. They explore different creative mediums confidently using paint, clay or play dough. Children's imagination is promoted well. For example, they visit the local supermarket then play in an area at nursery that is set up as a supermarket. They attempt to write shopping lists and use resources, such as staff fleeces and shopping baskets, to promote their imagination further.

Helping children make a positive contribution

The provision is satisfactory.

All children develop a positive attitude towards others and gain a good understanding about the wider world through outings into the local environment. Their knowledge is developed further by covering topics and developing role play that links in. Resources reflect positive images of disability, culture, religion and gender roles. All staff are calm and consistent in their approach to behaviour management. They use timely interventions where they use distraction or clear instruction, which protects the child. Positive behaviour is encouraged through praise which develops children's self-esteem and confidence. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Children benefit from a two-way sharing of information between staff, parents and carers which enhances their learning. Parents and carers are kept updated about their child's progress throughout the provision by a daily written summary of their child's time at the setting and a verbal discussion. They have access to their child's development file at any time and are actively encouraged to contribute towards it through observations of their child at home and by providing photographic evidence. They are invited to attend parental discussions every three months, where they discuss their child's development with staff. Positive feedback is received from parents about the staff and service provided.

Organisation

The organisation is inadequate.

Overall, the provision does not meet the needs of the range of the children for whom it provides. Organisation of the premises is satisfactory for some children, allowing them to select their own resources and take part safely. However, full consideration has not been given to what procedures should be followed in the event of building improvements impacting on children's care. For example, informing Ofsted of a significant event, carrying out a risk assessment of alternative premises or planning sufficient activities to minimise disruption for children. These are requirements of registration. All required policies and procedures are in place which support the care of the children. All records are kept up to date. Staff have access to relevant training and appropriate support, such as staff meetings and appraisal sessions. They have a clear understanding of policies and procedures through the appropriate induction procedure. This ensures that the policies are consistently applied.

Leadership and management are good for nursery education. There are various steps in place to monitor the provision of this and staff work closely with outside agencies, seeking advice and putting it into practice. Staff work well together as a team. They meet regularly to plan activities, carry out observations and use these to inform future plans. Management have ensured that staff have appropriate training in 'Birth to three matters' and nursery education to help children achieve well. Recording systems are systematic throughout the nursery, providing information about children's achievements. This enables staff to be aware of how children progress and which areas require further improvement.

Improvements since the last inspection

At the previous nursery education inspection key issues were raised to plan regularly for children to develop reading skills, to provide children with opportunities to construct for a purpose, express themselves to music to movement and to access planned physical activities to develop large motor skills. The setting was also asked to ensure that parents are able to access

information on nursery education, and that staff and management monitor and evaluate the curriculum to ensure that all areas are covered.

Meetings have been held where pre-reading skills and opportunities have been discussed by staff. A well stocked book area ensures that children have regular access to books and stories. Topics are based around stories which inspire children to use construction materials to represent their ideas. Advice has been sought from an advisory teacher and music and movement sessions have been developed. The outdoor area has been developed so that children are able to develop their large motor skills. They visit the local park where they have the opportunity to climb on large equipment. Parents and carers are fully involved in their child's development through the development file. The parents' notice board informs them about the nursery education. They are encouraged to become involved by helping to provide resources linked to topics. The curriculum is closely monitored by staff and the manager through checklists, recording what has been covered and what needs further coverage.

At the previous day care inspection, recommendations made were to consider the organisation of space and resources to create a more orderly and supportive environment, and to develop a written statement for the complaints procedure and to ensure records are kept confidential.

One large playroom has been developed into two playrooms to give children smaller, organised and structured spaces. Each playroom is divided into areas of play with resources accessible on low-level shelving for children to access. A written complaints procedure has been put in place in line with current legislation. The medication record has been developed so that it is confidential for individual children.

Complaints 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. Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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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, the registered person **must** take the following actions:

- ensure that Ofsted are informed of any significant changes or events

- ensure that positive steps are taken to promote safety within the setting and ensure proper precautions are taken to prevent accidents such as covering sockets, trailing electrical wires or stacked chairs.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- develop organisation of the routine to ensure that all children are involved in group activities, for example carpet time

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk