



## Sunninghill Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY337251                                     |
| <b>Inspection date</b>         | 01 February 2007                             |
| <b>Inspector</b>               | Anne Jacqueline Nicholson                    |
| <b>Setting Address</b>         | The Terrace, Sunninghill, Berkshire, SL5 9NH |
| <b>Telephone number</b>        | 01628 476153                                 |
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| <b>Registered person</b>       | Countryside Nurseries                        |
| <b>Type of inspection</b>      | Integrated                                   |
| <b>Type of care</b>            | 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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Sunninghill Day Nursery is a newly opened nursery and one of six nurseries run by Countryside Nurseries. It opened in September 2006 and operates from two rooms in a purposely converted chapel. It is situated in a residential road close to the main shops of Sunninghill. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a small secure outdoor play space.

There are currently 24 children aged from birth to under five years on roll. Currently none of these children receives funding for early education. Children attend from the local area as most of their parents travel in to work in or around the area. The nursery accepts children with

learning difficulties and/or disabilities as well as children who speak English as an additional language.

The nursery employs six members of staff. Of these, three hold appropriate early years qualifications, two are working towards a childcare qualification and five have current First Aid qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children develop an awareness of how to maintain a healthy body through staff promoting good personal hygiene practices and ensuring that they all access fresh air during the day. Older children access the small outside area of decking each day. Also most afternoons babies go out for walks around the local community in double buggies with staff from both rooms and any older children still present. Mobile children also enjoy regular access to the purpose built 'Ball pool activity frame' in the pre-school room that provides all year access to physical play in a fun environment.

Children receive appropriate treatment when hurt or ill. The majority of staff hold current first aid qualifications and display calm and sympathetic approaches to dealing with children distressed from hurting themselves or suffering an ailment. Children's welfare is safeguarded through staff clearly recording the details of all accidents and administration of medication to them. Parents' acknowledge these entries and receive a copy.

Children receive freshly cooked food and sit sociably around tables with each other to eat. Older children receive encouragement to develop good table manners by singing a song of thanks before they eat, waiting for each other before they start and using appropriately sized utensils to eat with rather than fingers. Babies sit in low chairs around a low table with staff assisting them to feed and providing support and encouragement to try to feed themselves independently where developmentally appropriate. Communication occurs between the children and the staff in both rooms and meals are sociable and relaxing occasions. The nursery employs a cook and follows a four weekly menu to ensure that children receive a balanced diet as well as plenty of variety in their meals. Children's dietary requirements are written on an initial registration form by their parents to ensure that any specific needs are met. The nursery has clearly written policies in place showing how staff must highlight and respect these to safeguard those attending. However during the inspection visit a child with an allergy nearly received lunch containing the food they were allergic to and although staff highlighted this before the meals arrival it has an implication on them staying safe.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children receive care within two rooms and are grouped by age and current developmental stage. The building is newly adapted to be a nursery and the rooms are light and brightly decorated with wall displays of the children's work and pictures. Children observe visual

stimulation from the array of decorations hanging from the ceilings. Both babies and older children can freely access a good range of both commercial and natural resources from the low level shelving and baskets on the floors. All children have opportunities to access the outside by staff ensuring they go onto the small area available to the rear of the building or out on walks. Staff are responsible for ensuring safety during these outings and demonstrate a good awareness of safety and vigilance whilst out. However older children's safety is compromised as they go past a low metal air conditioning unit on their way to the rear play area. Some two year olds heads nearly hit the metal supports and the nursery is going to address the safety of this area. Within the babies room staff are vigilant about foreign objects crawling babies may pick up after doing creative sessions and eating however they do not consistently implement the 'no outdoor shoes policy'. Babies are currently not adequately safeguarded from dirt and foreign objects being brought into their secure area on parents' and visitors' shoes as the nursery's 'no outdoor shoes' policy is not consistently reinforced with adults and staff and shoe covers not readily available.

The Nursery ensures that a range of safety devices, policies and procedures are in place during operational hours to promote health and safety for all attending. Children's safety generally receives good consideration although currently implementation of the policies, procedures and routines are not consistently followed by staff which leads to potential safety issues. For example although there are notices in each room and the kitchen showing individual dietary needs, allergies and the days they attend the manager also makes it her role to highlight these specifically to the cook each morning and on the day she was away this was not carried out leading to a child nearly having no prepared food other than that they were allergic to. Parents and visitors only gain access to the building through staff giving entry. The nursery requests that parents record their children's arrival and departure times onto the room register sheets to ensure that accurate records of who is on site are maintained in the event of an emergency. Currently most parents do not complete these although staff do note attendees on their register this is not always at the start of the session and does not show times.

A written child protection procedure, meeting the Safeguarding Children's Board guidelines, remains accessible in the nursery. Children's personal safety remains protected as staff demonstrate a sound knowledge of child protection. Parents see written information about the procedure followed and the nursery's responsibility to record and report any concerns they have that a child may be at risk.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The Nursery is newly opened and currently numbers of babies and children attending are low allowing staff time to develop strong relationships with them all. All children benefit from a wide variety of play and learning experiences being readily available to them. This is enhanced by staff throughout the nursery planning a range of activities following guidance in the Birth to three matters framework. Both rooms embrace this with the baby room currently displaying more confidence and consistency in regularly recording the achievements and milestones they see in the children's records of achievements. Babies develop excellent relationships with staff who nurture them through providing encouragement to touch and interact with the resources

as well as plenty of physical and verbal interaction. Older children develop good relationships with their carers and in both rooms staff demonstrate that they have a good knowledge of them as individuals.

In the baby room they enjoy a wide array of different household objects and toys to touch and play with each day. They enjoy freely taking objects from the treasure baskets and playing with them, grinning as staff provide encouragement and praise, developing their independence and self-esteem. Less mobile babies sit on the floor in support rings, moulded chairs or on mats reaching for resources placed close-by or within crawling distance. There is also a range of resources and low level shelving around the carpet for them to pull themselves up on to practice walking skills. Staff sit on the floor interacting with them encouraging them to try new activities, for example, feeling different pasta shapes on a tray and shaking sensory bottles filled with pulses or coloured liquid. Babies also fully participate in drawing and creative activities happily covering themselves with paint and paste whilst doing this. For example babies get excited when aprons are being placed on them and appear to anticipate something fun will happen. Staff provide paint and brushes for them and encourage them to do their own paintings without taking over or inhibiting them. Babies enjoy using their hands to paint with and only became unhappy when staff started to clean their hands and faces.

All children have access to an enclosed 'ball pool and activity frame' that provides opportunities to enjoy physical play in a safe, secure indoor environment. Children are aware of the rules of using this area and know that they only use this with staff permission.

### Nursery Education

At the time of the inspection the nursery have no children in receipt of nursery education and have only catered for one funded child since opening. Those two year olds present receive a variety of opportunities and access to resources that support the nursery is likely to cover all areas of learning with the foundation stage curriculum. The quality of teaching and learning is satisfactory. Children display a developing awareness of the behaviour required to work as part of a group or when working individually with resources. Children receive encouragement from staff to take turns and share fairly. For instance whilst making snow out of corn flour and water they took turns to mix on a large tray, eagerly using cars or their hands to do this. They begin to share information about their experiences and express their own views with adults during the circle session. They enjoy stories showing a developing concentration span before fiddling with things around them. They freely select their own resources and with minimal prompting put them away again afterwards. They demonstrate increasing personal independence skills whilst washing their hands at low level sinks within their room and attempting to do up their coats when going out to play. During creative activities they receive plenty of positive encouragement to join in painting the trunks for a tree display being made and making bird feeders to hang outside.

Children explore a wide variety of creative materials such as paint, sand, corn flour, dough and seeds. They observe what the weather is like as part of their welcome session to get them accustomed to the nursery routine and to increase their observational skills. Children start to recognise the familiar letters in their own names through using name cards during the days activities and seeing their name by their coat pegs. They enjoy participating in activities and

opportunities promoting the wider world outside the nursery. For instance through participating in a 'Halloween' day, celebrating Christmas and Diwali. However the current variety of cultural backgrounds of children and staff attending is not reflected within the nursery in pictures or words. Children are developing their language and communication skills through staff using open-ended questioning with them. They display excellent relationships with each other and the staff. Children's contributions are respected and staff value their work, effectively displaying it in laminated books, on wall displays and hanging from ceiling displays. The six nurseries within the chain develop the long term planning together ensuring that all areas of the Foundation Stage are covered. Each nursery then customises this and develops the weekly planning they wish to offer. Staff currently record observations linking into the Birth to three matters framework. There are recording resources awaiting printing to allow them to carry this on for the foundation stage and this is an area to develop to ensure they are ready whenever an eligible child starts attending.

### **Helping children make a positive contribution**

The provision is satisfactory.

The nursery has both an equal opportunities and a special needs policy in place to ensure that children, parents and staff are included and valued. Children begin to develop an awareness of the wider world through participating in activities that promote nature, different cultural celebrations and the local community. Children, their families and staff attending come from a variety of cultural backgrounds and whilst these are acknowledged on registration forms and in photo sheets about themselves there are no cultural images or words in other languages within the nursery. Images and resources positively promoting disabilities are limited. Children display good manners and receive plenty of appropriate positive praise during the day. Policies and procedures for positive behaviour management are understood and implemented by staff and shared with parents.

Partnership with parents and carers is good. Parents receive information about their child's day, updates on their progress and a bi-monthly newsletter. Clear written policies and procedures are available for them and copies are kept on the parents notice boards along with information about Birth to three matters Framework and the foundation stage curriculum. Parents also see the procedure to follow if they wish to raise a complaint or concern about the nursery and this is compliant with the latest legislation. Parents report that they are very happy with the nursery's friendly staff, the bright environment and the caring their children receive.

### **Organisation**

The organisation is satisfactory.

The Nursery ensures that a good variety of resources are set out ready for children to access and enjoy when they arrive. Staff follow their planning to ensure that these are rotated to cover all areas of development. Children's safety and welfare remains protected through staff undergoing good recruitment, vetting and induction procedures. Clear written policies and procedures are in place although implementation of these is inconsistently reinforced. For example the reinforcement of the health and hygiene in baby room and the recording in and out of children. Staff understand the importance of maintaining confidentiality. Children benefit

from the effective implementation of Birth to three matters framework and record systems are available to implement the foundation stage. Management and staff monitor the delivery of these and are aware of some aspects that require developing further. The setting meet the needs of the range of the children for whom they provide. The Leadership and management is satisfactory. An enthusiastic staff team work well together to develop the provision and their own professional development. Management have clear objectives and defined roles and responsibilities for staff however currently staff practice does not always reflect the policies and procedures in place.

#### **Improvements since the last inspection**

Not applicable

#### **Complaints since the last inspection**

Since registration 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. 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.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- Improve safety and review procedures in place for highlighting potential risks paying particular attention to ensuring that individual dietary needs of children attending are clearly highlighted each day and addressing their safe passage along the side access, past the low air conditioning unit to the rear decked area.
- Increase visual resources and activities that positively promote disabilities, countries and cultures paying particular attention to the cultural backgrounds of those children, their family and staff attending.

- Review implementation of nursery policies and procedures to ensure that staff practice consistently reflects them and reinforces this practice with anyone entering the session. Paying particular attention to the accurate signing and timing in and out of all children and the health and hygiene procedures within the baby room.
- Ensure that staff with older children complete regular observations and assessments to ensure accurate recording of their achievements and progress through the Birth to three matters Framework.

### **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 that all planning, recording of observations and records of achievements are fully prepared and in place ready to effectively implement the Foundation stage.

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](http://www.ofsted.gov.uk)