

# Sunshine Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY273487  |
| <b>Inspection date</b>         | 06 June 2007  |
| <b>Inspector</b>               | Mary Wignall  |
| <b>Setting Address</b>         | Rear Of 119 Liverpool Road, Longton, Preston, Lancashire, PR4 5AA |
| <b>Telephone number</b>        | 01772 611 233   |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Sunshine Children's Nursery Ltd                                   |
| <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 good.

### WHAT SORT OF SETTING IS IT?

Sunshine Nursery limited opened in 2004. It operates from a purpose-built single-storey building. There has been a nursery on the site for twelve years. The facility has three rooms for the children and enclosed outdoor play areas. It is based in the Longton area of Preston.

There are currently 56 children aged from birth to 5 years on roll. This includes 16 funded children. Children attend for a variety of sessions. The setting currently supports children with learning difficulties or disabilities.

The nursery opens five days a week all year round, from 07.45 to 17.45.

A staff team of seven work with the children. Five of the staff hold a relevant qualification, and the other two are working towards a relevant qualification. The setting receives support from a teacher from the Sure Start Early Years Development and Childcare Partnership, and is a member of the National Day Nurseries Association. The nursery provides student training placements for a local college.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The children stay healthy as the practitioners follow sound policies and procedures to maintain the toys and premises in a clean and hygienic condition. Generally the toys are washed or wiped after use to protect the children's health. The children have a sound understanding of simple hygiene routines. They rub their hands together and use the liquid soaps when supervised by the practitioners. The practitioners follow the setting's policy and procedures sufficiently well due to regular supervision and well placed notices relating to good practice procedures.

The children are protected from cross-infection as they do not attend if ill, and useful information is shared with the parents about childhood illnesses. Appropriate consents and documentation protect children if they are on medication. The majority of the practitioners have appropriate training in first aid. They work closely with parents to ensure children's individual health needs are met.

The children are well nourished. Meals are prepared freshly on the premises with a commitment to fresh food. The children have a varied diet suitable for their individual needs. The children enjoy meals such as chicken curry with rice or spaghetti carbonara. The practitioners plan activities to increase the children's understanding of healthy eating. For instance, pictures of fresh food and charts are used showing how many portions of fruit and vegetables the children have had. As a result, the children are developing good eating habits and an understanding of healthy eating.

The practitioners plan good opportunities for the children's physical development. The children benefit from daily sessions outdoors using both small and large equipment in the fresh air. The practitioners plan the use of the outdoor play space for all children to enjoy challenging activities. For instance, younger children use equipment to push or ride on or make good use of the space for painting or story activities. The older children develop control of their bodies on balancing and climbing equipment. The equipment used is of good quality, although not planned for the children to use independently. As a result the children have limited opportunities to develop or practise these skills independently.

The children have a good sense of space as they negotiate the indoor and outdoor areas well. They independently access and use tools in their own play. For instance, children use the staplers, scissors and tape as they play imaginatively. As a result, the children are confident using their cutlery and will eagerly try new things, such as rolling pastry or trying new equipment.

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

The provision is satisfactory.

The practitioners work well to make the nursery comfortable and welcoming for the children to rest and play. This creates a positive learning environment for the children, with colourful displays of their work. The children have easy access to a full range of toys and resources of various textures and materials, including a good range of natural materials. The rooms are well set out. The children can easily see what is available and move around easily, accessing toys from low-level storage units.

The children play outdoors after the practitioners have completed safety checks. These are not fully effective in identifying all potential risks to children. Planned activities help the children

learn about safety, such as visits from the local police, regular practice of fire drills or carrying things properly. The practitioners talk to the children about being careful and supervise appropriately as they tidy their plates and cutlery. This increases the children's awareness and understanding of safety.

Documentation is in place to ensure the children's welfare is safeguarded, such as insurance and fire safety procedures. The children are sufficiently protected by the practitioners' understanding of child protection, although not all of the practitioners are confident in their knowledge and role in protecting children. They follow sound procedures, such as making sure only practitioners who have completed appropriate checks have sole supervision of the children. Relevant policies are shared appropriately with parents, although do not always reflect the practitioners' understanding and practice of safeguarding children.

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

The provision is good.

The children develop good levels of confidence and self-esteem through the practitioners' interaction and good planning of the environment. The children show great interest in what they do, enjoying making choices about their activities. For example, some of the younger children crawl to the blocks and the figures as others sit on the cushions, picking up books to look at. The practitioners encourage the children to try new activities in a safe and supportive environment. The babies are helped to walk, or are shown what things are in the role play kitchen that day. The children are confident of the practitioners' attention, opening their arms for cuddles or lifting books for the practitioners to read the stories to them. Older children have good opportunities to use their initiative and develop new skills as the practitioners plan a good balance of child- and adult-led activities to support their all round development. For instance, the children are asked if they want to do baking or join in games. They join in with enthusiasm. They are becoming confident to make decisions, explore and investigate as the layout of the room and the presentation of toys and activities entice them. For instance, children playing in the role play area spontaneously read and draw using the well placed equipment.

The children make positive relationships as they play cooperatively with the practitioners and each other. They listen to each other's ideas as they share news or play games. For instance, a child sees shapes and patterns in the matching game, saying 'look it is a man running'. Later it becomes a giraffe. The practitioners show the other children for all to share the fun.

Children are motivated and interested in a broad range of purposeful activities both indoors and outdoors. The 'Birth to three matters' framework is used in the setting. For example, activities are based on the different aspects, with planned activities to make sure the children have a broad range of activities and experiences.

### **Nursery education**

The quality of teaching and learning is good. The practitioners have a good understanding of the Foundation Stage and are confident in their roles with the children. They interact well with the children, encouraging their interest in activities and use questions to stimulate their thinking. They provide good role models in their behaviour and interest in the activities. For instance, they make good use of the writing table, speak in a clear voice and show the children how to use equipment, such as scissors, correctly.

The practitioners plan a good balance of child- and adult-led activities. For instance, they ask the children if they want to bake or join in matching games, giving them plenty of time to develop their own games with their friends. They manage the children's behaviour well, sharing responsibilities for activities where possible and enabling all children to contribute.

The planning of children's learning is shared and understood by all the practitioners working within the Foundation Stage. It is clear to read and includes systems to make sure all areas of learning are included on a daily basis. The children make good progress towards the early learning goals as the plans build on what the children know. All activities are evaluated and assessments used to monitor the children's development, although not all are used effectively to plan the children's progress.

The children are fully involved in their activities. They independently access toys and activities, enjoying making choices and exploring the activities available to them. They play well with good levels of independence and share responsibility for their personal needs. For instance, they put on their shoes and slippers, help tidy and clear the tables after meals. The children confidently stack their plates after use and place cutlery away to be tidied away by the practitioners. The children freely initiate chat and conversations with others, children and adults. For instance, they ask the inspector what they are doing and talk proudly of what they do themselves at nursery. The practitioners positively encourage the children's interest and skills in words and language. They talk to the children in clear voices, read stories with great expression and use questions with the children to help them connect ideas. The children see a range of reading materials in different languages. They see labels around the room and are developing confidence to recognise their own names in regular everyday activities, such as when they self-register on entering the nursery or in choosing activities. They join in eagerly in singing activities, experimenting with different sounds and rhymes as they learn about words and speech.

The practitioners plan a good range of games and activities to develop the children's interest in numbers and shapes. Children play with good quality toys as they match colours and shapes, making complicated patterns. As a result they are confident, with some children counting beyond 10 in their own play. Daily routines are used well to reinforce learning from planned sessions. For example, as they tidy, the practitioners ask if the children can find two more cards for them, or ask how many are left.

The children are interested in the world around them. They enjoy smelling each other's sun cream, recognising some are the same and others different. The practitioners plan a good range of activities using a range of natural materials, such as wood and pine cones. They have ready access to and use safe, recycled materials, such as cardboard tubes and boxes, to make things. The practitioners plan interesting challenges for the children with notices offering suggestions of things they may make.

The children's creative work is displayed around the nursery with care and at various heights for the children to be able to see and enjoy, for instance, papier-mâché balloons offer a colourful display of the children's art work. The well equipped role play areas are well used by the children as they adopt new roles in imaginative games with their friends.

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

The provision is good.

Children have a good sense of belonging in the nursery. They help the practitioners and each other in their preparations for lunch or outdoor play. For instance, they all help find lost slippers and help tidy toys away in readiness for their next activity. They have caring and cooperative relationships and are familiar with the practitioners and the setting's routines, for example, as they remove their shoes on arrival, cooperate with their sun cream or join in preparations for new activities.

The practitioners remind the children to think about others. They explain the benefits of sharing or taking turns. Children become aware of wider society by the provision of toys with positive images of diversity, and planned activities. For instance, they play with household items from different cultural backgrounds and have books and posters in different languages. The children learn about their own community from planned activities, such as visits from the local police. They enjoy sharing responsibilities from tidying up toys, helping to wipe the tables or in clearing their plates after lunch. As a result the children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. The practitioners make sure they know the children's needs by meeting with the parents prior to their children starting at the nursery. They regularly share information about the children's care and education to aid partnership and continuity. The parents are given full information about the children's planned activities. The current topic or theme is clearly displayed around the rooms and sent to parents in newsletters to make sure they know what the children are doing, and welcome contributions. Procedures are in place to obtain the parents' views about their children's progress in open evenings, reports and annual questionnaires. Information about each child's achievements and progress in the Foundation Stage is well documented and available for parents to see.

Children are cared for by staff who work well with parents to meet the children's individual needs. The practitioners are aware some children may have learning difficulties or disabilities and have appropriate arrangements to ensure their needs are met in liaison with parents. For example, they have good links with other agencies, such as the local teaching team, for support and advice.

## **Organisation**

The organisation is satisfactory.

Recruitment and vetting procedures are sufficiently robust to contribute to the children's protection and care. A commitment to ongoing professional development ensures the children are cared for by staff with a good knowledge of the National Standards, with more than the half of the practitioners holding an appropriate qualification. There are adequate induction procedures for the staff. As a result they implement the setting's policy and procedures sufficiently to ensure the children's well-being. They work hard to provide a stimulating environment, although the risk assessment procedures are not effectively implemented and some practitioners lack confidence in the child protection procedures to fully promote the children's health and safety. Not all documentation is sufficiently dated to enable effective review and evaluation. They are clear and easily accessible to the parents and the practitioners. The adult to child ratios positively support the children's care, learning and play, with sufficient contingency arrangements for unexpected staff absences.

Leadership and management of the nursery education are good. The setting has a strong commitment to monitor and evaluate the curriculum. Children's activities are evaluated and parents' views sought in newsletters and questionnaires. They have good systems to support and develop their staff, with new practitioners being fully involved and supported in implementing planning and evaluation systems. The setting is committed to the improvement of its education for all children. They have established links with the local teaching team and work with them to develop effective systems. The practitioners are confident with the children and keen to talk about their procedures and practices. The practitioners have a good understanding of the need to observe and assess children's development and achievements, though they are not always consistent in using this information in planning the children's progress.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection a number of recommendations were agreed. It was agreed to ensure the toilet area met health and safety requirements and had appropriate storage of disposable products; provide domestic furniture to assist children's mobility in the baby unit; ensure the outside area, in particular the shed and containers collecting water, were not hazardous to children; and to provide opportunities for children to readily access drinking water.

Since the last inspection these recommendations have been addressed. The toilet area has controllable taps and the water temperature is monitored. Bins are provided to dispose of paper towels, although they do not have a lid to fully protect the children's health. Domestic style furniture is provided in the baby unit and used by the young children to aid their mobility in their room. Potential hazards in the outdoor area presented by the shed and containers collecting water have been removed, although a recommendation has been raised in this report regarding the safety of the outdoor area. Children have easy access to drinking water throughout the session.

As a result of these actions, the promotion of the children's health and safety is improved.

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

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.

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**

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 good.

## 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):

- ensure risk assessments are effective in identifying all potential hazards in the outdoor play area.

### **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):

- increase opportunities for children to access balancing and climbing equipment independently
- increase the use of information gained from evaluation and assessments to inform future planning of children's learning.

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