

Sunshine Day Nursery

Inspection report for early years provision

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Inspection date	03 December 2007
Inspector	Geneen Yvonne Hulse-Brown
Setting Address	10 Beech Hill Road, Sheffield, South Yorkshire, S10 2SB
Telephone number	0114 2268847
E-mail	clare.m.turner@sth.nhs.co.uk deputy-0114 2268847
Registered person	Sheffield Teaching Hospitals NHS Trust
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 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 is a private nursery, which opened in 2004 and is situated at the Hallamshire Hospital in Sheffield, in a large Victorian property. The nursery provides childcare for the staff of Sheffield Teaching Hospitals National Health Service Foundation Trust and other National Health Service staff.

There are eight playrooms over four floors for children's use. There is lift access to all floors and a fully enclosed area for outdoor play.

A maximum of 144 children aged four months to eight years may attend the nursery at any one time; of these, not more than 48 may be under two years. The nursery is open Monday to Friday, all year round, from 06.30 to 19.00 and children attend for a variety of sessions. A holiday club is available during school holidays. There are currently 129 children on roll, of these, 51 receive funding for early education. The nursery supports children with learning difficulties and English as an additional language.

There are 25 staff employed to work with the children; of these, 19 hold recognised early years qualifications, five are working towards qualifications and one is unqualified. The nursery is

managed by the National Health Service Foundation Trust. The setting receives support from the local authority community teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enthusiastically undertake and enjoy a wide variety of activities that contribute to their good health. They receive numerous opportunities to talk about being healthy through use of projects, displays and planned activities. Children are developing a good awareness of healthy eating, as they enjoy well balanced and nutritious meals and snacks, as well as tasting different foods as part of celebrations. They make good choices from the planned menu and demonstrate a secure understanding of their likes and dislikes. Older children excitedly discuss eating out and going for Chinese food. The nursery receives support and advice from the National Health Service dietician to ensure that children's individual dietary needs are taken into account and effectively planned for. Children sit together in small groups socialising for snacks and meals. Older children enjoy snacks as part of a rolling programme within the structure of the sessions, where they spread butter on wholemeal toast and pour their own drinks. They make active choices at lunchtimes, as they serve themselves and carry their plates to the table with increasing care. Children in the middle age group are served meals in a separate dining area; however, they have limited opportunities to serve themselves and extend their independence. Babies and young children's individual needs are well catered for, as the staff follow home routines where possible. Nursery routines can, on occasion, appear to make lunchtimes for babies a less relaxed and social time, as they sit together in rows in high chairs. Accurate records are given to parents to show young children's daily routines and general care plans.

Effective daily use of indoor and outdoor activities helps children develop their physical skills. They enjoy regular planned music and movement sessions and request music to dance to during sessions, laughing and singing together. Children actively explore the outdoor play area in all weathers, as they enjoy riding bikes, climbing, balancing and playing games with bats and balls. The holiday club takes children out on regular outings to increase their awareness of their local environment. Children confidently manipulate small tools, such as scissors, pencils, glue spreaders and paint brushes well to successfully develop their fine motor skills.

Children are cared for in a warm, clean and stimulating environment, where effective methods ensure they develop good personal hygiene practices, such as hand washing before eating and after messy play. Picture prompts in the bathroom remind them to wash their hands. They understand the importance of good practice and demonstrate it in their play and activities. For example, talking about germs when blowing their nose and washing hands before handling food. Children are starting to be aware of their personal needs, saying they are 'boiling' after playing a chasing game. They happily show off their toothbrushes, talking about needing to brush their teeth after eating sweets following a visit by a dental nurse.

Parents are well informed about infections in nursery due to the effective use of displays and notices. Well thought out policies and procedures consistently support staff to promote good health and hygiene practices. All staff attend mandatory training for first aid, with a designated member of the senior team having completed advanced training.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment, where all potential risks are minimised. This is due to vigilant staff who effectively follow procedures to ensure children's welfare is safeguarded. Children take care as they negotiate the internal stairs and remind each other to hold the handrail so as not to fall. When building tall wooden towers staff sensitively reinforce good practice and help children learn how to build safely. Regular topics and discussions help children learn about keeping themselves safe and raise their awareness. Visitors to the nursery introduce children to good practice, such as road and fire safety. They are confident as they move around the nursery, extending their independence. Experienced staff effectively ensure that the premises are secure by maintaining accurate records, monitoring and checking all visitors to the setting.

Children make independent and informed choices of activities from a very good range of easily accessible quality resources and request anything they cannot see. Low-level shelving enables them to self select additional resources to extend their play. Children explore, experiment and progress their ideas as they actively plan their own time and undertake a wide range of stimulating and challenging activities. Creative use of space ensures that all play areas are safe, secure and well planned to allow children a place to be quiet, use their creativity, extend their imagination and develop their play. Children have fun undertaking meaningful experiences that challenge and extend them. Babies and young children are cared for in a self contained baby unit, which offers a sensory and stimulating environment. This area is divided by low fencing to offer safe and fun play space for mobile and non-mobile children to mix and play alongside each other. Children move freely between all play areas as they start to develop independent skills and make early choices.

Very effective systems are in place to support good practice, as all staff regularly access mandatory child protection training to ensure they are aware of new practices and procedures. The established and well experienced staff team demonstrate a very good knowledge of child protection procedures and how to keep children safe. They demonstrate a good understanding of their role in protecting children and use information effectively to promote the children's well-being. Well organised procedures record concerns and ensure parents are supported.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good progress in all areas of development, due to knowledgeable staff planning activities and experiences to maintain children's interest and motivation. Effective use of the 'Curriculum guidance for the Foundation Stage' and the 'Birth to three matters' framework provides good quality care and education. Children are very enthusiastic as they undertake a broad range of challenging and meaningful activities. They are well settled, happy and secure, demonstrating high levels of curiosity in their surroundings. Children are extremely confident as they establish very good relationships with staff and children alike, actively seeking out their friends to play games.

Children make informed choices about their play, as they select resources to undertake tasks and extend their games. They demonstrate good independent skills to plan their own time and choose activities from the wide, challenging and stimulating range available. Children ask for extra resources to enhance their experiences, such as sticky tape to make building blocks more

secure as they build 'tall towers to the ceiling'. Children confidently put on aprons to paint, and shoes and coats to play outdoors.

Staff consistently respond to the children's individual needs, adapting activities to follow their ideas and suggestions. For example, when using oats to make rain as they played with Noah's Ark and singing 'I hear thunder'. Children are encouraged and supported to think for themselves and try out new skills as they undertake tasks using a broad range of easily accessible equipment. They receive high levels of encouragement from staff as they effectively use observations and their knowledge of the children to build on what they can do to extend activities at the child's own pace and level of understanding.

Babies and young children's individual needs are effectively met as they are cared for in a warm, secure and sensory environment. They explore their surroundings both indoors and outdoors with increasing interest and curiosity. Young children enjoy tactile experiences, such as painting, sticking and running sand through their fingers as they giggle and laugh together. They happily play games with shredded paper and enjoy putting their hands in paint for the first time. Staff are sensitive as they encourage children to try activities in a very non-pressured manner. They play alongside allowing children to watch before making their first attempt at a new experience. Sensitive staff offer cuddles and reassurance to help children settle into a new environment. Babies enjoy listening to music as they crawl around large playrooms and start to take their first steps. Young children make active choices about their play as staff set out activities and resources in an attractive and inviting way. They play at being Santa, delivering letters and parcels and laugh as they sprinkle glitter on the mats. Children enjoy running cars through icing sugar and spooning lentils into pots. Numerous tactile experiences allow the children to explore their senses and learn new skills.

Children attending holiday club enjoy a wide range of fun activities as they plan their own time in a well resourced playroom. They have fun on outings to the museum and Botanical Gardens, recording events in memory books to share when back at nursery. Children are busily occupied playing games, undertaking craft activities, looking at books and following computer programs.

Nursery Education

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are curious, interested and motivated to learn through well planned and spontaneous activities and experiences, which challenge and extend them. They use their imagination very well during role play activities, as they act out being the postman and working in the post office wrapping parcels. Children demonstrate high levels of concentration using tools and materials, such as wooden bricks to construct simple and complex models. They negotiate with each other for pieces to make planned models, such as a chair and tall towers.

Children build and design, extending their imagination and their natural creativity using a wide variety of craft materials and resources, such as glitter and paint to make star pictures and Christmas cards. They are starting to recognise print and use a variety of mediums to record marks on paper, tracing their name in gloop and older children confidently spell out their name and write from memory. Children recognise their names on flash cards at lunchtime and in groups. They are very confident speakers who listen intently to each other when playing and in groups as they reflect on what they have done at nursery and at home. They eagerly share experiences, talking about birthday parties and which school they are going to with enthusiasm. Children engage in complex conversations with each other, adults and visitors, as they recall

visits to grandparents on an aeroplane. Staff listen intently to what the children say, offering support and suggestions to enhance their experiences. Children listen to stories with interest, predicting the outcomes.

Children are very confident and engage well with each other. They welcome visitors, asking why they are here, what they are doing and eagerly share their achievements. Children excitedly tell visitors where they live, how old they are and which school they are going to when they are big. They enthusiastically enjoy music as they practice songs for the Christmas service at the Cathedral, singing in both English and Spanish with gusto. Children show a good command of their vocabulary using new words and phrases in everyday conversation.

Children negotiate roles in games, as they take turns, share, play cooperatively together and alone to enthusiastically progress their ideas. They take turns removing large bricks from a tower and taking care not to be the one who makes it fall over, laughing with delight as it starts to topple. Children demonstrate a keen interest in technology and enjoy many opportunities to extend their understanding and build on what they know. They talk about what different computer programs do, such as stamping and matching, printing off pictures and images when they have finished.

Behaviour is very good and reflects the staff's high expectations. Children are learning how to manage their own behaviour and show respect for others. They enjoy learning about the lives of others through topics, planned activities, outings and visitors to the nursery. Children take turns to take home the nursery's travel bear and parents record his exploits in his diary for the children to share on his return to nursery. The older children are starting to care for 'Jacob the empathy doll' including him in their games and setting a place for him at the table for lunch.

Number and problem solving activities form part of all daily activities and children enjoy counting and sorting as part of daily routines, singing and ring games. They confidently count how many children are present and how many are boys or girls. Children recognise numerals out of sequence as they match numbers in threading games. They confidently make patterns and sequences using paint, hammer shapes and colouring in patterns. They correctly use mathematical language when making 'tall towers' and looking for round, square and triangular pieces.

Accurate observation systems are in place to effectively monitor children's progress and are an effective aid to planning and progressing the children's learning. Children are successfully guided to undertake a good balance of focused and freely chosen activities, with staff responding and making changes to incorporate the children's ideas and suggestions. Assessment records follow the children through the nursery, building on existing skills to take them to the next stage and providing new challenges. Short observations are done regularly and put into the children's work file as well as photographs and items of their work.

Well planned routines offer children many choices and challenges that allows them to focus on independent learning. Staff demonstrate a broad knowledge of the early learning goals and use this to plan a well organised curriculum to include all areas of learning. Children choose where to play within the routine of the nursery day, however, free choice of outdoor activities is limited due to the planning and organisation of these routines. Staff effectively use open ended questions to extend children's language, develop their thinking and value what they say using positive responses. Group times offer the children space to reflect, to think about what they have done and plan what they want to do next. Attractive and well presented displays of the children's work successfully contribute to promoting their self-esteem.

Helping children make a positive contribution

The provision is good.

Children build strong and respectful relationships with staff and each other, showing very good self-esteem, to confidently ask questions and actively make choices. They receive consistent praise and encouragement for achievement and for trying out new skills, for example, when exploring paint for the first time and babies pulling bibs over their heads. Sensitive staff value children's individuality and support them to learn respect for each other. Well planned, meaningful activities and resources develop children's understanding of similarities and differences, which in turn increases their awareness of the wider world. They talk about outings with enthusiasm as they look at pictures of themselves around the nursery. Memory books are effectively used to recall events and themes, for example, photographs of the children enjoying an outing to the museum where they dressed up to learn about other countries.

Children excitedly enjoy exploring the outdoors to broaden their knowledge of the community and their environment. Babies and young children enjoy walks to the park as well as planned outdoor play times. Outings to the Botanical Gardens provide the children with large spaces to chase, roll down the grass banks and collect leaves. Photographs are used to reinforce and remind the children of what they have done at nursery and what they saw on their outings.

Staff and children regularly share experiences with each other as part of planned and spontaneous activities. Children with learning difficulties are welcomed into the provision and effective systems are in place with other agencies to ensure the children are cared for according to their needs. Outside professionals come to the nursery to work with the staff to support children's learning and plan programmes to further their development. All staff are familiar with Makaton, basic sign language and pictures are displayed in playrooms as a reminder for staff and children. Displays and notices in other languages support children and families with English as an additional language. The nursery is introducing children to basic Spanish as part of group times, allowing them to choose how to say good morning to each other.

Children's behaviour is very good and reflects the staff's high expectations. Children understand clear and consistent boundaries, demonstrating respect for each other. They share, negotiate and take turns when playing games and using equipment, for example, when waiting their turn for snack or to use the computer. Children listen with interest to what each other has to say and are confident to add their opinions. Staff provide good role models of behaviour, showing care and consideration for others, which in turn helps children learn good practice.

Partnership with parents and carers is good. Staff consistently ensure parents are kept informed about what the children are doing at nursery. Parents receive daily diary sheets for babies charting their personal routines, such as meals and sleep patterns. Good recording and assessment systems monitor the children's progress through the nursery and information for parents is used to add to the picture. Activity plans are displayed in all playrooms for parents to see what is happening on a day to day basis. Parents receive very good quality information about the setting and in turn share their knowledge of their children. Displays are starting to be used to inform parents about the early years curriculum and the different ways in which children learn, however, they do not clearly reflect the nursery's day to day practice. Parents confidently approach staff and demonstrate a high-level of satisfaction with the setting, stating that all staff are well informed and professional in their approach. They particularly like the flexibility that the nursery offers and are reassured that their children are very happy there. The children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The leadership and management of the nursery are good. Effective organisation of the educational provision successfully promotes children's care and learning. Very knowledgeable staff demonstrate a good understanding of their roles and responsibilities to ensure that children's individual needs are consistently met. Staff have responsibility for specific areas of nursery practice to ensure that all required information is regularly updated and understood by all the team. A well established and experienced staff team work well together to follow effective procedures that continually monitor and evaluate the provision. The senior management team have completed the self-evaluation form and plans are in place to share this with the staff team as an ongoing evaluation of the service they offer. The setting is in the process of working towards Pathways to Quality accreditation.

The senior management team effectively support committed staff to review practice and adopt new procedures. There is a high commitment to personal training and group development to consolidate practices and further enhance the provision. All staff hold a recognised early years qualification or are working towards qualifications to support their working practice. Continued access in house and external training for all staff ensures the development of the service offered. All training is cascaded through the team to ensure staff receive up to date information to build on good practice. A very comprehensive range of policies and procedures are in place to support the setting and offer an effective service. Regular policy reviews ensure procedures meet the changes to legislation and support the development of the nursery. Staff have numerous opportunities to meet together, share information and consolidate their working practices. Regular appraisals effectively identify the training and development needs of individual staff and the nursery. Effective use of observations and assessments monitor children's progress based on the 'Birth to three matters' framework and the Foundation Stage. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The recommendation from the previous care inspection regarding the organisation of meal and snack times to promote choices and independence has started to be addressed. Policies and procedures have been reviewed and updated to include all necessary detail and are in the process of being reviewed to meet changes to legislation.

Recommendations from the nursery education inspection relating to observations and assessment has been successfully addressed. Daily routines and activities are used to introduce children to simple number problems and they have many opportunities to work creatively on a large and small scale.

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 complaint 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 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 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):

- consider organising snack and meal times to further promote children's independence
- review the organisation of meal times for babies.

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):

- consider further extending planning for the outdoor curriculum
- continue to develop more information for parents about the early years curriculum and the different ways in which children learn. (also applies to care)

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