

Sunshine Nursery

Inspection report for early years provision

Unique Reference Number	EY136884
Inspection date	05 July 2007
Inspector	Sharon Greener
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 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 Nursery and Out of School Club is run by a partnership and provides day care as part of the Eden Hill Sure Start Children's Centre, Peterlee. The setting opened in 2001 and operates from purpose built premises near the centre of Peterlee. A maximum of 84 children may attend the settings 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 each week day from 08.00 until 09.00 and from 15.00 until 18.00 during school term time and from 08.00 until 18.00 during school holidays.

There are currently 110 children aged from six months to eight years on roll; of these, 26 children receive funding for early education. Children come from a wide catchment area. The setting supports children with learning difficulties and disabilities.

The setting employs 22 staff. All staff hold appropriate early years qualifications and one member of staff is currently working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to learn the importance of good personal hygiene through consistent daily routines, such as hand washing before meals and after creative play. Staff provide them with simple explanations as to why this is important to help them to stay healthy. Older children know that hand washing helps kill germs. Staff have a clear understanding of relevant procedures and present themselves as positive role models. Very good hygiene standards are maintained throughout the setting to ensure a healthy environment is provided for the children. Resources and equipment are regularly cleaned. Stringent toileting and nappy changing procedures are followed and staff wear disposable gloves and aprons. Children's toilet facilities are regularly checked and cleaned and nappy changing areas are cleaned thoroughly after each use. Staff work in harmony with parents and carers to ensure children's individual dietary needs are very well met, whether for cultural, religious or medical grounds or the lifestyle choice of parent and carers. Babies and very young children are fed according to their own individual feeding routines. Meals are social times when staff sit with the children and actively promote children's social skills and good manners. Information regarding what all children have eaten and babies' liquid intake is recorded daily and shared with each child's parent or carer. Children are able to choose whether they want certain foods at meal times, but are encouraged to try different foods by staff.

All children benefit from fresh air, exercise and a varied range of activities and resources that encourage and enhance their physical skills. Children have access to a broad range of equipment, such as tunnels, slides, a balance beam, climbing frames, bats, balls and pedal toys. Opportunities for physical play are provided every day both indoors and outdoors weather permitting. For example, indoors children play ring games and move to action rhymes and toddlers have constant access to a wooden climbing frame in their playroom. Staff use the 'Birth to three matters' framework and the Curriculum for the foundation stage very well to support their practice. A wide variety of age appropriate physical and sensory play experiences are offered to all children. For example, babies and toddlers thoroughly enjoy the sensory experience of exploring paint and dough freely with their hands. Older children enjoy robust physical outdoor play. All children are very well supported by staff and sufficiently challenged. Children are actively encouraged to make use of the resources provided to test their capabilities within a safe, supportive environment. All children are able to rest and be active according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, warm and very well maintained environment. They stay safe and secure, indoors and outdoors, through the effective use of relevant procedures by the staff. For example, the very close supervision of visitors and the very good security measures in place. Staff are most vigilant and responsive to hazards, such as spillages which are quickly cleaned up from the floor. This helps keep children safe. Staff in each playroom carry out a risk assessment before children arrive each day and a record is kept. However, at the time of the inspection staff in one playroom had not completed the daily risk assessment. This does not support safety procedures. Suitable safety equipment is in place. The playrooms are very well laid out and very well organised. Children are able to move around freely and safely. They select and use toys independently within the constraints of safety, whilst under the very close supervision of staff.

Staff understand the setting's policies and procedures and implement these effectively to protect and preserve children's well-being. For example, staff are fully aware of the action to be taken in respect of a lost child, an uncollected child, outings and the evacuation of the premises. Children show an increasing awareness of everyday safety within the setting. Gentle reminders from staff, such as requests not to leave unused toys on the floor and to help brush sand up from the floor or someone may fall and hurt themselves, help children to take responsibility for keeping themselves and others safe. Children's welfare is very well promoted and preserved by staff, who have a clear understanding of their role and responsibility concerning safeguarding children from harm. Several staff have completed relevant training. This helps keep children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Staff and children build close, warm relationships with each other. All children are given ample support and are eager participants and enthusiastic learners. They benefit from access to a wide variety of age appropriate resources and activities, including those of a sensory nature, to support and enhance their all round development. For example, babies enjoy exploring scented parcels made from a variety of different textured fabrics and toddlers build enthusiastically with large construction materials. Staff give priority to promoting and enhancing children's mathematical, communication, language and literacy, and personal, social and emotional development. For example, a staff member actively encouraged a baby to vocalise and the baby responded readily by smiling and making loud 'la-la' noises. Staff have a very good knowledge of children's individual developmental progress and abilities. This coupled with the effective use of the 'Birth to three matters' framework has a positive impact on children's achievements. Children show increasing levels of self-confidence. Their self-esteem is high and they make good progress.

Children attending the out of school hour's facilities have use of a designated playroom that is well furnished and equipped. Staff collate weekly activity plans and this helps to ensure that children have access to a very good range of resources and activities during each session. During school holiday period's frequent outings to places of interest are included in the programme of activities for the children.

Nursery Education.

The quality of teaching and learning is good. Children are very confident speakers and express their feelings, ideas and needs most readily. They enjoy looking at books and make frequent independent use of the books in the quiet area. Listening skills are developing very well. For example, children follow simple instructions from staff and listen very well during story sessions. They answer questions and predict storylines. Children are beginning to recognise and name some letters and link them to the correct letter sounds, such as those in their first name and familiar words on labels displayed in the playroom. For example, a child of three confidently recognised and named several letters and letter sounds when playing with a set of plastic letters. Children's writing skills are developing very well and they have regular opportunities to practice writing skills. They trace, draw simple shapes, create recognisable pictures and some are able to form recognisable letters and write their first name unaided. Children count from one to 10 with confidence and some are able to recognise and name numbers under 10 written in books, on puzzles and on the computer keyboard. They are beginning to show an awareness of concepts, such as addition, subtraction and weight. For example, children know which group of items contains more or less and display the correct number of fingers when singing number rhymes.

They use simple mathematical language, such as big, little, long, full and heavy correctly during their play. Children recognise and name simple shapes, primary and many secondary colours with ease.

Children have access to a very good range of resources, such as a computer and simple programmable toys and a variety of learning opportunities to enable them to discover how things live, grow or work. They go on regular outings to the local supermarket, the dene and near by woodland areas and have frequent visitors to the nursery, such as police officers. This helps raise children's awareness of the local environment and the natural world. For example, a child stated that 'Cows are black and white and live in fields.' and another said 'Planes fly in the sky, they do not go on the roads like cars.' A suitable selection of resources and activities are provided to aid in the promotion of equal opportunity and diversity. Children regularly acknowledge and celebrate a variety of festivals from different cultures. They are beginning to differentiate between the past and present and can recall past events. For example, a child recalled that their friend was not at nursery that day as he was poorly. Children are able to express themselves creatively through a variety of activities and media, including paint, collage, sand, water, dough, model making, role play, music and movement. They self-select resources with purpose and are able to make choices about their activities. However, children's independence and decision making skills could be further promoted through daily routines.

Key workers are responsible for monitoring and assessing the progress of designated groups of children. They have a very good knowledge of each child's individual stage of development within their respective groups. This information is used effectively to shape and inform activity plans in accordance with the Foundation Stage guidance and to ensure that all six areas of learning are well covered. Children are very well supported and sufficiently challenged.

Helping children make a positive contribution

The provision is good.

Children enjoy the time spent in a welcoming, child orientated environment, which offers them independent access to a broad range of resources and activities. Children are acknowledged and valued as individuals and their admission to the setting is tailored by staff to meet their individual needs. This helps to minimise stress for all parties and children settle very well. They show very good self-help skills as appropriate to their age and stage of development. For example, older children attend to their own toileting needs and help staff clear tables and tidy the playroom. The setting has suitable arrangements in place to support children with learning difficulties, disabilities, or those who speak English as an additional language.

Children's behaviour is very good. They are constantly praised and encouraged by staff that have high, but realistic expectations of them. Children show a positive attitude towards others and they interact very well with staff, peers and those less familiar to them. This is shown in the way that children initiate conversation and willingly share toys, take turns and negotiate. Children show an emerging understanding of the local community, which is fostered through frequent outings and visitors to the setting. A good selection of activities and resources are provided to help raise their awareness of the equal opportunity and diversity. However, these resources are not shared evenly throughout the playrooms and children under three have less frequent access to such resources. The setting fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. They receive good quality written information about the service provided and have access to the policies and procedures. The registration certificate

is displayed for their information and all parents and carers receive a copy of the inspection report. Positive channels of communication are established and very well maintained, through a variety of media. These include frequent newsletters, the good use of notice boards and displays, a comments box, daily record sheets for every child and regular verbal feedback from staff. Parents and carers attend social events and often accompany the staff and children on outings. They are offered bi-annual appointments to meet formally with staff to discuss their child's progress and development. Respective parents and carers have access to their child's personal records and are encouraged to help staff to collate information entered in children's records of achievement. This helps staff to work alongside parents and carers to ensure that the evolving needs of children continue to be very well met. Very positive feedback was received from the parents and carers at the time of the inspection. They were very complimentary about the friendly, caring staff, the good variety of toys and activities provided, the manner in which staff keep them up to date with relevant information, how happy their children are and how well their children have progressed since attending the nursery.

Organisation

The organisation is good.

The leadership and management is good. The required documentation and record keeping systems are in place. The vast majority of which are up to date and very well organised and presented. However, not all staff enter the date that children achieve goals in the children's individual 'Moving On' records of achievement. Children's care is given high priority and this is reflected in the effective and enthusiastic management of the setting. Staff are highly motivated and committed to the ongoing improvement of the service provided. This is shown through their eagerness to participate in training to help further develop their skills and good practice. Staff have access to relevant training and are very well supported through team meetings, individual support and appraisal sessions and the 'open door' style of management. They have a very good understanding of policies and procedures and this underpins their practice. Children benefit from the very good quality interaction and support of staff. Morale is high and this has very positive impact on the operation of the setting and is reflected in the quality of care and education children receive.

The setting is very well organised. Staff working directly with children in receipt of funding for early education are knowledgeable of the Curriculum guidance for the foundation stage and use it very well. Those working with children under three make very good use of the 'Birth to three matters' framework to support their practice. Staff make effective use of the information regularly gleaned about children's individual developmental progress to shape and inform planning. This ensures that a broad selection of purposeful and developmentally appropriate activities are provided which effectively promote and enhance all children's learning and development.

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

Improvements since the last inspection

At the time of the last inspection the provider was asked to develop safety procedures and procedures to ensure that Ofsted is informed of any significant changes or events and to further develop the organisation of the daily routine to ensure that all children are involved and engaged during group activities.

Appropriate procedures are in place to ensure that Ofsted is kept informed of significant changes or events and that positive steps are taken to promote safety within the setting. The daily routine is appropriately organised so as to ensure that all children are suitably engaged in group activities. This helps to improve operational procedures and the care and safety of the children.

Complaints since the last inspection

Since the time of 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

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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):

- ensure that staff consistently complete the daily risk assessment and that relevant details are recorded in keeping with the settings procedure
- further extend the selection of resources provided for children under three years which help to raise their awareness of diversity.

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):

- continue to extend older children's independence and decision making skills for example, by providing them with regular opportunities to serve their own food within the constraints of safety (also applies to care)
- ensure that staff consistently record the date of goals achieved by individual children in their 'Moving On' record of achievement file (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