

# Sunnyside

Inspection report for early years provision

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<b>Unique Reference Number</b>	138203
<b>Inspection date</b>	12 November 2007
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<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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Sunnyside Nursery has been registered since 1970. It is situated in a Territorial Army building and its premises consist of a lobby and large hall with kitchen and toilet facilities. It is located on the main road, close to South Wimbledon tube station. Children have access to a secure enclosed outside play area. The nursery opens each week day from 09.00 to 13.00 for 48 weeks a year.

There are currently 20 children aged from two to under five years on roll. Of these one child receives funding for nursery education. Children come from the local and wider catchment areas. The nursery supports children who speak English as an additional language and children with learning difficulties and/or disabilities. The nursery provides wrap around care for a number of children attending schools in the local area.

The nursery employs five members of staff. All hold an appropriate early years qualification and two are working towards a further qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children thrive because staff follow good procedures to meet children's health and physical needs. The hall and areas of the building used by the children are kept very clean. Staff carry out good procedures to prevent the spread of infection, as they wear gloves when changing nappies, clean tables when necessary and ensure any spillages on the floor are cleaned up immediately. Children are aware of good hygiene routines, as they enthusiastically wash their hands with liquid soap after using the toilet and before meals.

Several staff hold first aid certificates and the first aid boxes are well stocked and kept easily accessible. All accidents are recorded and these are shared with parents. Written consent has been requested from parents for staff to seek any emergency medical treatment. This ensures that any accidents children have are dealt with quickly, by staff acting in the best interests of the children. The sickness policy informs parents that when their child is sick they are unable to attend the nursery, which prevents the spread of contagious illnesses.

Snacks of a variety of fresh fruit, milk and water encourage children to develop healthy eating habits. Drinking water is available to children at all times to prevent them getting dehydrated or thirsty. Children bring packed lunches and parents are asked to provide healthy foods in them. Children eat these together with staff, making the meal time a sociable event.

Children have good opportunities to develop their large muscle skills through a good range of play equipment. They ride wheeled toys around the hall with confidence showing a good awareness of space. They climb and slide down slides and thoroughly enjoy jumping on the bouncy castle under the close supervision of staff. Other equipment available includes a climbing frame, small trampoline, hoops and bats and balls. Children develop their eye and hand co-ordination as they use resources, such as writing materials, paint brushes, threading cards, puzzles and construction materials.

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

The provision is good.

Staff are vigilant in ensuring children's safety and security. They do daily risk assessments to ensure all areas of the premises and equipment are clean and free from hazards. Good security systems ensure children are kept safe, as there is a visual intercom in place, which ensures that all parents and visitors are identified prior to gaining access to the building. When the outside area is used staff ensure it is safe and secure for children's play. Staff employ themselves effectively, which ensures children are fully supervised at all times.

The risk to children on outings is reduced because staff follow procedures that ensure good adult to child ratios. The nursery provides a wrap around service to children attending afternoon school sessions, which includes providing transport in a people carrier to local schools. A member of staff always accompanies the driver, who has had a Criminal Record Bureau check. Written parental permission has been obtained to take children on outings, but not to be transported in vehicles, although parents aware that this is how they are taken to the schools. Children learn about road safety through planned activities on crossing the road and through card and board games.

Fire fighting equipment is in place and fire exits are clearly marked and kept clear. The evacuation procedures are practised on a regular basis, which helps children to learn to leave the premises quickly and safely.

Children play with a good range of toys and equipment, which are clean and frequently checked to ensure safety. They are set out each day within the children's reach around the hall, so children can independently choose what they want to play with.

There are written child protection procedures in place and staff are aware of the signs of abuse. They are clear of how to proceed if they have a concern about a child and this safeguards children's welfare.

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

The provision is good.

Children enter the nursery very enthusiastically and early make their way to the good range of resources which are set out in an attractive manner on tables and mats on the floors. They freely move around the hall which ensures they can change their type of activity. Children use their imaginations very well on first hand experiences, as they pretend to cook foods in the role play area, take dolls for walks in buggies around the hall and pretend to mend the large play cars. They thoroughly enjoy taking part in action songs, singing with gusto, as they join in with repeated refrains and movements. They listen intensely to stories in small groups in which staff use puppets and props.

Children achieve because staff have a sound understanding of 'Birth to three matters' framework and the Foundation Stage. They ensure core activities for the children are always in place, such as construction materials, role play area, book corner, puzzles, cars or train sets, wheeled toys, a creative activity and equipment to develop their physical skills. Staff are very focussed on the children and help them maintain their interest in the activity by sitting and talking to them about what they are doing.

### **Nursery Education**

The quality of teaching is satisfactory. Children make steady progress towards the early learning goals and staff have a sound knowledge of the Foundation stage. They are able to provide a suitable range of activities under all areas of learning to promote children's development. Planning is topic based and includes activities under the six early learning goals. Staff undertake meaningful observations on the children and use these to plan activities and provide resources to help them move onto the next step of learning. Children are supported by staff who challenge their thinking and language by asking open ended questions and talking through with children what they are doing.

Children show a good sense of belonging as they separate well from their main carer and quickly link up with their friends. Children are developing some independence skills, such as selecting their own resources and collecting their lunch bags and putting them on the table. There are though some missed opportunities for these to be developed, such as children pouring their own drinks and cutting their choice of fruit at snack time with staff supervision. Children confidently participate in circle time and take it turns to answer questions, although sometimes circle time is too long and they become restless, which results in them losing their concentration and not always being fully engaged in the group activity.

Children enjoy mark making with chalks and at the writing table. Some more able children are able to hold a pencil appropriately and form some letters of their name. They are not though fully encouraged to write for a variety of purposes in all areas of play. Children like listening to stories and enthusiastically answer questions about them. The well presented book area enables children to develop an interest in books. Children have opportunities to develop their creativity and discover textures through a range of activities, such as painting at the easel and playing in soil with stones and cones.

Children have regular access to the computer and are developing their mouse skills using programmes to develop their learning. Children explore a varied range of programmable toys and calculators which develop their understanding of simple technology. Children learn about the environment as they go for walks in the park and staff discuss changes of season with them and how they differ, for example, the various weather conditions. Children took part in a wonderful outing to discover their local area, they followed a map with the aid of staff and saw the dentist surgery, the vets and various different kinds of shops. They learn about a sense of time as they plant cress and watch it grow.

Staff have a sound knowledge of the Foundation Stage and are able to provide a range of activities under all areas of learning to promote children's development. Planning is topic based and includes activities under the six early learning goals. Staff undertake meaningful observations on the children and use these to plan activities and provide resources to help them move onto the next step of learning. Children are well supported by staff who challenge their thinking and language by asking open ended questions and talking through with children what they are doing.

Children take a great interest in learning about size, shape and colour through daily activities. At circle time they discuss whether their feet are bigger or smaller than the member of staff's and a play figure. During music sessions they pretend to take big steps like a giant. Children answer staff's questions confidently about the colours and shapes of fruit at snack time. Some more able children are able to count up to 10. Children are encouraged to choose what tabards they want to wear and name the number and colour of it. Children have fun opportunities to subtract through well loved action songs, for example 'five little ducks went swimming one day'. Children experience measuring volume and capacity through practical activities such as sand and water play. Children use problem solving skills to complete puzzles as they match shapes and colours. They have good design skills as they make their own models and towers using construction resources.

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

The provision is satisfactory.

Staff are valued as individuals and all children are welcomed into the nursery. Children with English as a second language are well supported, as staff take time to find out words they use regularly in their own language and give each child extra individual attention to join in with all the activities. There are no children attending with behaviour difficulties and/or disabilities, but there is a member of staff who has attended specific training in this area and procedures are in place to help them make progress. Children have access to some resources and books which promote positive images of diversity.

Children are confident, sociable and have a good self-esteem as a result of praise and encouragement from staff, although on occasions the management of their behaviour can be a little directive. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are welcome to help in the nursery and some actively contribute to the children's activities, for example, guitar singing sessions, to read children stories and provide activities which promote children's awareness of different cultures. This strengthens the home and nursery partnership for the benefit of the children. Parents are encouraged to share information about their child before they start at the nursery and this helps children to settle. Staff have a good relationship with parents and exchange information informally with them each day when they bring and collect their child. They also receive progress reports on their child and open mornings are held twice a year for parents to discuss their child's development with staff. Display boards provide parents with details and photos of the 'Birth to three matters' framework and the early years curriculum of how children learn through play. The daily activity plans are displayed in the hall, but are not easily visible for parents to view. The nursery has a complaints procedure which is made available to parents. Feedback from parents states that the staff are approachable, their children are very happy in the nursery and are making good progress.

## **Organisation**

The organisation is good.

Children play in a large hall which is made into a child centred environment, which is well organised so children have plenty of space to play and move around safely. Children's paintings are displayed at the end of the hall, which make them feel their work is valued.

Policies and procedures promote the welfare of the children and are available to parents. Most required documentation is in place, which is well presented and stored in a confidential manner. The recruitment system ensures children are cared for by staff who are appropriately checked.

The majority of staff have worked at the nursery for many years, which provides good consistency of care for the children. The high staff ratios and organisation of the staff ensure they offer children good support with activities. There are regular opportunities for the staff team to meet together, to share good practice and make suggestions for planning. There is an appraisal system identifying the training needs of staff and opportunities are provided for staff who fully embrace these, so they keep updated with current child care practice.

Leadership and management is satisfactory in relation to nursery education. The manager is a strong role model, who works directly with the staff team. She ensures that she and her staff undertake training to develop awareness of the Foundation Stage curriculum. She monitors teaching through direct observations of the staff and through discussions with them. The manager has taken part in an accreditation scheme and is committed to continually improving the quality of education and care for the children. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection staff ensure parents sign the accident record to acknowledge they have been informed of them. All the policies have been revised to promote children's safety and welfare.

## **Complaints since the last inspection**

Since 1 April 2004 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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):

- obtain written permission from parents for their child to be transported in a vehicle
- develop staff's awareness of ways to manage children's behaviour, taking into account their age and stage of development (This also applies to nursery education)
- extend the range of play resources which reflect positive images 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):

- revise the length of circle times to enhance children's concentration and learning
- extend children's opportunities to write for a variety of purposes in all areas of play

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)