

# Sunnyside Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY302439
<b>Inspection date</b>	19 August 2008
<b>Inspector</b>	Saida Cummings
<b>Setting Address</b>	Barbourne Terrace, Worcester, Worcestershire, WR1 3JR
<b>Telephone number</b>	01905 23973
<b>E-mail</b>	
<b>Registered person</b>	KinderKare Day Nurseries 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Sunnyside Day Nursery was registered in 2005 and is one of four settings owned by KinderKare Day Nurseries Limited. The setting is accommodated in its own grounds in a large three storey Victorian house, situated in a quiet residential area close to the centre of Worcester city. All children share access to a secure enclosed outdoor play area. A maximum of 83 children may attend the nursery at any one time. Children come from a wide catchment area. The setting is open each weekday for 51 weeks of the year. Sessions are from 08:00 to 18:00.

There are currently 74 children aged from three months to four years on roll. Of these, 13 children receive funding for nursery education. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery employs 18 staff who work with the children. Of these, nine hold appropriate early years qualifications and four are currently working towards a recognised childcare qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children have daily opportunities for fresh air when they use the outdoor play areas. A variety of equipment is rotated and available to support their all round physical development. Children enjoy regular exercise both indoors and outdoors that provides opportunities to develop a healthy lifestyle. They have many opportunities to develop their physical skills such as pedalling on bikes, sliding and climbing using the large apparatus. They are challenged when using the range of outdoor play equipment as there are different types which are suitable for the different age groups. Children also enjoy taking part in music and movement sessions such as when they eagerly join in with the 'Wiggles and Jiggles' sessions. They are able to follow instructions and move different parts of their bodies in time to the music. This includes waving their arms, kicking their legs and wiggling their bodies. Younger children are developing their independence physically and emotionally. Their needs are adequately met because staff know the children well and are able to meet their individual health needs. Staff ensure there is plenty of safe free space for them to develop their crawling and walking skills.

Children are encouraged to wash their hands at appropriate times. Many older children do not need to be reminded to use soap because they are familiar with the routine. However, there are insufficient safe and hygienic toilet facilities available for all the children, especially at times when they all need to wash their hands before eating. The potty training facilities on the first floor need improving as currently children have to use these in the nappy changing room and staff have to take the potties to the staff toilet to clean them out. The staff toilets also need improving as hand washing facilities are only available in the children's toilets on the ground floor and there is no hot water in the first floor facilities. Consequently, children's health and well-being is compromised. Relevant documentation relating to children's health is in place and used. Accidents and the administration of medication are clearly recorded. Parents and carers are informed if an accident occurs and requested to sign the accident records. Information relating to children's health and dietary requirements is gathered and discussed with parents and carers as part of the registration and settling-in process.

Healthy and nutritious menus of home cooked food are offered daily. Meals are prepared by a dedicated cook and effective systems ensure children receive meals that comply with their individual dietary requirements. Children sit sociably within their own rooms for their meals. They have access to drinking water throughout the day and the older children are able to help themselves from jugs of water which are made easily accessible to them.

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

The provision is satisfactory.

Children are cared for in a safe, secure and welcoming indoor and outdoor environment. Staff follow appropriate procedures for completing risk assessments to ensure hazards to children are minimised. Although there are procedures in place for ensuring necessary maintenance is carried out, currently there are some areas which require attention. The premises are made safe by use of age-appropriate safety equipment such as safety gates and electrical socket covers. An adequate range of resources are available which are appropriate to children's ages and stages of development. Toys and equipment are safe and sturdy and systems are in place to ensure these are regularly cleaned and checked for safety.

The premises are safe and secure and the main entrance door remains locked at all times. All children, parents, carers and visitors are greeted by staff. Children are able to develop their confidence in a safe environment as the indoor furniture and equipment are set out to enable them to move freely and safely. They are also kept safe when using the outdoor play areas as these are fully enclosed and staff are effectively deployed to ensure children receive a high level of support. Children are made aware of the safety rules through appropriate discussions and during everyday routines. Evacuation procedures are regularly practised to ensure children can be evacuated quickly in the event of an emergency.

Staff are made aware of safety procedures which includes what to do in an emergency. Children's welfare is safeguarded because there are clear child protection procedures in place. The named staff member for child protection has recently attended appropriate training and further training is planned for the remainder of the staff. Management are aware of their responsibilities concerning child protection and follow the Local Safeguarding Children Board guidelines if they have any concerns.

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

The provision is satisfactory.

Children generally enter the nursery with ease and staff are ready to help them to settle. The 'Birth to three matters' framework is used for planning activities for the youngest children whilst the Foundation Stage curriculum is used for children over three. Activities are varied, although they are not always presented to suit children's individual stage of development. Photos and examples of children's work provide parents and carers with a colourful record of their child's time at the nursery. Written observations and assessments contribute towards individual progress records. However, these are not effectively used to inform further planning to ensure children's interests are considered. Clear records are maintained of children's daily routines regarding eating, sleeping and toileting arrangements. Key persons effectively share these details with parents and carers as part of their daily feedback about their child's care and well-being whilst at the nursery.

Babies are introduced to creative activities such as painting and collage, and can sometimes choose what they want to play with from the toys and resources which are stored within their easy access. They also have opportunities to join in with messy play activities such as 'jelly and whipped cream play'. However, the availability of appropriate toys and resources needs to be developed to ensure all children have many opportunities to make free choices, experience different types of play and textures, and instigate their own play. Generally, staff interact well and respond to children's needs. They are comforted and cuddled when upset and staff take time to give individual children attention, especially when they are first settling into the nursery. Young children have many opportunities for imaginative play and include each other when acting out scenarios. For example, they use various pots in the sand and pretend to be making 'porridge and tea'. They offer this to other children and staff to 'eat and drink'.

#### **Nursery Education:**

The quality of teaching and learning is satisfactory. Generally, children are happy and confident forming positive relationships with staff and each other. They move around the play rooms choosing what they want to do and ask staff if they need help. Children experience a variety of activities across all areas of learning. However, the systems for planning and assessment do not currently support all children's individual needs. Management are aware of this and are in the process of developing the systems used. Currently, not all children are sufficiently challenged

because their progress records do not accurately reflect what they can do and their next steps for learning are not identified. The process for evaluating planned activities is not consistent for all children which results in some children not being given the opportunity to be involved in activities which interest them.

Children benefit from staff having a sound knowledge of the Foundation Stage, stepping stones and the early learning goals. Some activities fully engage children's interest providing a holistic learning opportunity which can encompass all areas of learning. For example, they all join in with a role play activity when a 'beach café' is set up. They take turns to cook the 'pizzas, burgers and vegetables', be the 'waiters' and the 'customers'. The 'waiters' use paper pads and pens to take the orders and the 'customers' choose food from picture menus. The 'customers' sit at laid out tables whilst the 'chefs' cook the 'food' which is served up by the 'waiters'. Once the food has arrived the 'customers' sit eating their 'food' and drinking their 'drinks' using the plastic cutlery and crockery. Children enjoy regular physical play which includes use of the sensory play room where they tumble over the soft play equipment, try walking over the foot bridge, jump into the ball pool and recognise the changing colours of the different lighting.

Children develop their language skills as they communicate and socialise with other. Many children recognise their name and some sounds and letters. Children enjoy listening to stories read to them and often join in with the punch lines from their favourite books. They have purposeful opportunities for writing. For example, paper and pencils are included in the role play area and a writing area is made available at all times. Children are becoming independent learners as they are encouraged to carry out most of the tasks for themselves with staff giving them support as required. Children enjoy exploring how construction toys work and often instigate making their own models from various materials. They are confident in using information technology and regularly use items such as play telephones and tills in their everyday play. Overall children make satisfactory progress in all of the areas of learning. Adults consistently and positively interact with the children to encourage their interest, involvement and learning.

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

The provision is satisfactory.

Parents and carers receive appropriate information about the setting and how the different areas are organised. Children's individual needs and parents' or carers' wishes are discussed as part of the settling-in process. Time is spent exchanging information with parents and carers about their children and the operation of the nursery. The setting has an open door policy and welcomes comments from parents and carers. Any concerns raised are addressed promptly and the management and supervisory staff keep parents and carers informed of any proposed changes they are considering such as grouping children according to their stage of development rather than age. All children are encouraged to be involved and staff ensure all children are included. There is an effective equal opportunities policy in place which is implemented by all staff. They are aware to immediately address any discriminatory behaviour or remarks. Children learn about diversity through celebrations from different cultures and access to some resources which reflect positive images. Girls and boys have equal opportunities in their play. Children's spiritual, moral, social and cultural development is fostered.

Positive steps are being taken to promote consistency within the nursery regarding the management of children's behaviour. Children are taught right from wrong as part of their everyday routines. They share the toys and understand how to take turns such as taking turns to use the variety of wheeled toys during outdoor play. Staff are good role models for the children and encourage them to be polite and to be considerate to others. Positive behaviour

is encouraged and praised and there are reward systems in place such as awarding stickers for various good deeds. Consequently, children's confidence and self-esteem is encouraged. Appropriate arrangements are in place for supporting children with learning difficulties and/or disabilities. There are effective systems for liaising with parents, carers and outside agencies which ensure any children with learning difficulties and/or disabilities are able to progress at their own pace. There is also a procedure for working with any children who speak English as an additional language. Any children with a specific need are included in the life of the setting as any specific activities are incorporated into the daily sessions and routines.

Partnership with parents and carers of funded children is satisfactory. Meetings are organised throughout the year to provide parents and carers with information about the Foundation Stage curriculum and how children learn through their play activities. Parents and carers have access to their children's progress files at all times and are given opportunities to discuss their child's progress with their key person. Staff also take pictures of individual children during activities and everyday routines, which are shared with the parents and carers to enable them to see how their children spend some of their day. Parents and carers receive some information in newsletters and displays about planned activities and themes so they can support their learning at home. For example, they are requested to help their children with finding appropriate items to bring into the setting which are linked to the topic or the letter of the week.

## **Organisation**

The organisation is satisfactory.

A friendly welcome greets parents, carers and children as they arrive in the morning and at the end of the day. Examples of children's work and information for parents and carers are displayed in the foyer. Attractive displays of children's own work decorate the walls in each of the rooms. A clear management structure is in place within the nursery and across the organisation so that support and guidance is available at each level. Regular staff meetings and management's daily involvement around the nursery works positively towards developing the provision.

Comprehensive policies and procedures underpin the daily operation of the nursery, although they are not always reflected in practice. Prompt action is taken to investigate any concerns parents and carers may have and if nursery procedures are not followed. Thorough recruitment and employment procedures include a comprehensive induction for new staff. The importance of responding to children's individual needs and working in partnership with parents and carers is recognised. Key areas for improvement have been highlighted and measures are in place to address. For example, staff training, use of rooms, monitoring and evaluating experiences for children.

Leadership and management for nursery education are satisfactory. Management have already identified areas for development within the provision for nursery education, particularly around planning, assessment and the organisation of activities. Systems for improving and monitoring these areas are in the process of being implemented, although their effectiveness is yet to be established. The planning of activities for nursery education is not consistent as this depends on individual team leader's knowledge and understanding of how to effectively use children's observations and assessments to further plan appropriate activities to enable individual children to move on to the next stage in their development. However, management have recognised this and are currently implementing strategies for better communication between the different staff groups. There is a strong commitment towards achieving the goals set and enabling children to make sound progress. Overall the provision meets the needs of the range of children for whom it provides.

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

At the last care inspection the provider agreed to ensure staff who work with children in the out of school club have opportunities to develop their knowledge and understanding of working with this age group.

This is no longer applicable as the setting no longer provides out of school care.

There were no key issues at the last nursery education inspection, but the provider agreed to give consideration to the setting's procedures regarding provision for children with English as an additional language.

The management and staff have developed this area and effective strategies are now in place to assist children who speak English as an additional language. There are clear systems available for giving language support to children and their families. This includes seeking advice and support from local families and the local authority. Children's English language development is well supported through various methods such as use of pictorial prompts. Some of the staff have also completed simple signing training which is used for initially communicating with any children who are having difficulties understanding. Appropriate systems are in place to monitor and support any children who speak English as an additional language and plans to help them progress are discussed with their parents or carers.

As a result of these improvements children who speak English as an additional language are able to use resources which assist them in their understanding and are effectively supported with their learning of a second language. Consequently, they are progressing in their speech and language development.

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

The provider is required to keep a record of complaints made by parents and carers, which they can see on request. The complaints record may contain complaints other than those made to Ofsted

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 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.

### **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 toilet and hand washing facilities to ensure there are adequate safe and hygienic facilities available for all the children and staff
- develop the availability of appropriate toys and resources to ensure children have many opportunities to make free choices, experience different types of play and textures and to instigate their own play (also applies to nursery education).

### **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):

- evaluate the activities and ensure these are used effectively to plan interesting and stimulating activities for the children
- improve the planning and assessment procedures to ensure individual children's interests are considered and that they are able to move on to the next stage in their development (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](http://www.ofsted.gov.uk)