

Sunnyside at Ashley School

Inspection report for early years provision

Unique reference number	EY373157
Inspection date	17/03/2009
Inspector	Jennie Lenton
Setting address	Back Lane, Ashley, Cheshire, WA15 0QH
Telephone number	0161 9268488
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Sunnyside at Ashley School initially opened in 1965. It was re-registered in 2005 due to a change of premises and in 2008 due to a change in ownership. The nursery is privately owned and run by two partners. It provides full day-care to children in the local community and surrounding area. Children have access to three playrooms and a large outdoor play area. Access to the setting is via a level entrance with toilet facilities available on the ground floor.

The nursery is open from 08.30 to 15.00, term time only. It is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children under the age of eight years may attend at any one time. Currently there are 32 children on roll, all within early years age range. 10 members of staff work with the children. Of these, seven are qualified to National Vocational Qualification Level 2 or above, with one member of staff holding a Level 4 qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children receive high quality care as the nursery has a robust understanding of the requirements of the Early Years Foundation Stage (EYFS). A broad range of stimulating activities are provided, based on children's interests and individual levels of attainment. Children are confident and happy as they are treated with genuine respect and care. Individual needs are successfully met as staff embrace diversity and work with others to support all children. The appropriate use of self-evaluation ensures continuous improvement as strengths and weaknesses are identified and promptly addressed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the safeguarding children policy in line with Local Safeguarding Children Board guidance and practice
- revise the system for recording details of children's medication and existing injuries so that confidentiality is maintained
- develop children's individual files so that achievements are matched to the expectations of the early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the member of staff who takes lead responsibility for safeguarding children attends a child protection training course (Safeguarding and promoting children's welfare).

17/06/2009

The leadership and management of the early years provision

Staff are knowledgeable and enthusiastic about providing high quality care for children. They display a genuine affection for the children in their care and take the time to get to know children's likes and dislikes, personality and character. Consequently, children are content and happy as staff know them well and provide for their individual needs effectively. Parents are provided with information about the setting's policies and procedures and are encouraged to discuss their children's progress at any time. They are made welcome at the setting and are encouraged to be involved. For instance, bringing in pets for the children to see or talking to the children about different cultures and traditions. Children's welfare is also regularly discussed with parents as staff record any existing injuries or medical needs. However, the current system of recording these details does not ensure confidentiality.

Safeguarding responsibilities are generally well understood. Staff are clear about the signs and symptoms that indicate abuse and are aware of how to report any concerns. However, the safeguarding policy has not been updated to include details of the Local Safeguarding Children Board and the designated officer for safeguarding has not accessed a specialised training course. Safety in the setting is taken seriously and children are effectively protected by robust systems for arrival and collection. Parents inform staff who will collect their child and a password system is used for any unusual collection arrangements. The building is secure to prevent uninvited visitors from entering and children are effectively supervised to ensure they play safely. Risk assessments are completed regularly and take account of unique features of the setting. For instance, staff escort any member of the public who uses the public footpath which runs through the outside area. This protects children from visitors in a calm and sensible manner.

Policies and procedures have been reviewed and most are up-to-date and well written. Specifically, the policy for supporting children with special educational needs is particularly informative and takes account of recent legislation. There is a clear focus on inclusion, with all children being valued for their unique characters. Any special requirements are taken into account to ensure the well being of all children. For instance, food allergies are recorded and displayed in the kitchen area so all staff are aware of any issues. The setting undertakes some self-evaluation and welcomes feedback from parents, children and professionals. As a result, children benefit from care that is continually meeting their changing needs and requirements.

The quality and standards of the early years provision

Children benefit from the excellent layout of the setting. Their independence is effectively promoted as they move around with confidence, self-selecting toys and equipment to meet their needs and interests. Moving between three play rooms, they clearly enjoy the sense of space and freedom that this allows and consequently, they are content and happy throughout the day. Their health is successfully promoted as snacks such as toast and fruit are offered with drinks of

water. Children also enjoy trying the food they have made during cooking activities. Daily access to the outside area ensures children's physical development is also successfully encouraged. Children have a wonderful time as they pedal tricycles, fly kites or blow bubbles in the spacious outdoor area. In good weather they take activities outside and spend most of the day enjoying the fresh air. They also enjoy the changing seasons as they keep raincoats and boots at the setting. Snow provides the perfect opportunity to sledge, build snowmen and explore the feeling of melting ice, while wet weather is similarly enjoyed as children watch the water whoosh down the drainpipes and have fun jumping in puddles.

Children are encouraged to play safely as they consider how to carry equipment properly and are reminded to show consideration for each other as they run up and down the play area. They are also provided with regular opportunities to participate in fire drills, where they learn to follow instruction promptly. Staff are clear about how to manage children's behaviour. Children are reminded to share and take turns and most do so without prompting. They take pride in being the helper, handing out toast at snack times and helping staff to tidy up. They also learn to value and respect the wider community by learning about different festivals, countries and traditions. Children learn to say 'thank you' in French, make Italian pizza and take part in some flamenco dancing.

Staff sit alongside children, helping them to explore their thinking and maximise learning. For example, as children help to make potato cakes, staff ask them where potatoes grow and discuss how they are chopping them into small, large, thin and fat shapes. Similarly, learning is promoted through circle time, where children count the number of boys and girls in the nursery and consider which is the larger group and how many more are needed to make them equal. They develop good reasoning and listening skills as they try to guess the sounds of different musical instruments and display high levels of confidence as they stand up to sing in front of the group. Staff record children's achievements and, through smaller key worker groups, ensure that children's next steps are addressed to promote progression. Consequently, children are effectively challenged and make good progress. Observations are not matched to the expectations of the early learning goals however.

Staff plan experiences that link to children's individual learning and development needs. Through topics such as favourite storybooks, staff build on children's interests to provide a wide range of stimulating activities. For example, making a 'hungry caterpillar' out of a range of craft materials or putting together an 'Australia' display to look at the different animals in this country. Considerable effort is put into organising the environment so that the six areas of learning are equally covered and freely available for children to access. They rush to their favourite things and throughout the session are fruitfully engaged in meaningful play. Children play with the train set, read books, sculpt with playdough or become fully absorbed in role play as they use their imagination in the home corner, pretending to be cats and dogs or imagining that they are going on holiday.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.