

Sunshine Day Nursery

Inspection report for early years provision

Unique reference number	EY382656
Inspection date	29/04/2009
Inspector	Jennifer Turner

Setting address	Sundridge Children's Centre, Sundridge Road, Kingstanding, B44 9NY
Telephone number	0121 360 6628
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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 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

Sunshine Day Nursery was registered in 2008. It operates from two buildings within the grounds of Sundridge Primary school, located in the Kingstanding area of Birmingham and is managed by Birmingham YMCA. The setting serves the local area and the nursery is part of Sundridge Children's Centre. There is a fully enclosed area available for outdoor play.

The group provides three services; the day nursery provision opens Monday to Friday all year round. Operating between the hours of 08:00 to 18:00. A nursery class provision operates each weekday between the hours of 09:00 until 11:30 and 12:00 until 14:30 during term time only. The out-of-school group is open during school term-time only and operates between the hours of 07:30 until 09:00 and 15:00 until 18:00. Children are able to attend for a variety of sessions.

A maximum of 40 children may attend the setting at any one time. There are currently 32 children on roll who are within the early years age group and 12 children on roll in the out-of-school provision. The setting also offers care to children aged over five years to eleven years. The provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The setting employs seven members of child care staff, all of whom hold an appropriate early years qualifications and are supported by a qualified teacher. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a warm and welcoming environment where they participate in a wide range of generally stimulating activities and benefit from being cared for by a qualified, friendly and caring staff team. Practice is inclusive; all children are valued and treated with equal concern. Parents are valued as partners and strategies for involving them in their children's learning are very effective. The provider clearly demonstrates a capacity to maintain ongoing improvement through the effective use of self assessment and the support of the children centre team.

What steps need to be taken to improve provision further?

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

- develop planning to ensure more able children are sufficiently challenged
- develop opportunities for children to link sounds and letters, extend opportunities for children to show curiosity in features of objects, why things happen and how things work.

The leadership and management of the early years provision

Comprehensive policies are in place and these are all available to parents, for example, the health and safety policy including information about infectious diseases. Parents are always well informed about any accidents during the day as there are very good procedures in place, for example, accident and medication recording procedures. Staff encourage parents to actively contribute towards individual assessment records. Children benefit from a two-way sharing of information between parents and practitioners to enhance their learning. This underpins their progress in the setting and consequently their ability to fully contribute to the provision. The nursery staff effectively communicates and fully shares literature and information about the educational provision with parents. The use of an annual questionnaire gives parents the opportunity to express their opinions and record their comments about the provision and any improvements that can be made.

The happy atmosphere promoted by staff is recognised by parents who say their children enjoy coming to the setting and are well cared for. Parents are invited to take part in their children's learning, by attending sessions where they are able to join in activities with their children. The setting is very inclusive and all adults promote respect and equality amongst the children. Good links with the Children's Centre staff and local school have been established and work well to provide care for the children at the end of the school day. Managers and staff are beginning to self-evaluate their provision, but recognise they need to continue to develop this process so as to provide a clearer picture of what works well and what could be improved.

Children are safe because comprehensive vetting procedures and inductions are in place for all staff, students and volunteers. Staff are very vigilant about the children's safety and well being and staff ensure that all visitors are monitored and recorded and accurate registers are kept. Children develop a good awareness of safety issues as they practise fire evacuation. Fire safety equipment and electrical equipment are checked regularly. Children are very well protected from abuse or neglect. Staff have attended training and appropriate policies and procedures are in place which is shared with parents. Senior staff take a lead role for child protection and all staff are fully aware of the types of abuse, signs to look for and their individual responsibility.

The quality and standards of the early years provision

Children enjoy and choose from a good range of appropriate resources and activities. They have the confidence and abilities to initiate their own play and do so with ease as they move around their play room selecting what they want to play with. Children begin to make sense of the world and express their ideas as they join in a wide range of exploratory and sensory experiences. For example, they enjoy the texture of jelly and playdough. Children achieve well in the area of knowledge and understanding of the world. This is because they work and play in an interesting environment. They look closely at similarities, differences, patterns

and change. For example, each day they observe and record changes in the weather. They develop an awareness of the wider world as they celebrate cultural events throughout the year.

Staff have a good understanding of how children learn and develop and they use the EYFS guidance to plan an interesting range of activities for children. They gather evidence of children's starting points from parents and use their written observation and assessments to assist in planning for the children's next step. Staff generally ensure that activities are extended or adapted for the more or less able child to ensure they benefit from the full range of the curriculum. However, it is not always sufficient to fully challenge all children. Children enjoy physical play which is available to them daily. They can ride bikes and cars and operate smaller equipment such as scissors, rollers and cutters. Children are consulted about the nursery environment and staff gather the views about how to develop the outdoor play area. Children count and are learning to recognise numerals. Older children confidently use these skills with purpose in their play by counting and learning numerals towards and above ten, whilst talented children write numbers to fifty and above without help.

Children are confident speakers and listeners, talking to staff and the inspector about things that interest them, such as their favourite band. Children listen attentively to stories and respond to what they have heard by making relevant comments and asking questions. Children use language to imagine and recreate roles and experiences, this is evident as they take part in role play at the kitchen. However, opportunities for them to link sounds and letters, or as they show curiosity to why things happen and how things work, are not fully explored by staff. They respond to experiences with music and movement, use musical instruments and explore colour and texture. Children enjoy painting and using various materials for creating collage pictures. During everyday activities, staff encourage children to attempt early writing; they have access to a good range of writing materials and some children are able to write their name on their own work.

Staff with responsibility for children who have identified learning difficulties/and or disabilities work closely with parents and other professionals to ensure children's needs are met and their welfare promoted. Children's behaviour is exemplary and they understand what is expected of them. They are given lots of praise and encouragement and they respond positively to this and this helps develop their confidence and self-esteem. Children have regular access to a computer and other technological equipment, such as a smart board.

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.	2

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?	2
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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