

Sunnybank Nursery

Inspection report for early years provision

Unique reference number	EY386183
Inspection date	27/05/2009
Inspector	Yvonne Layton

Setting address	Sunnybank, Chesterfield Road, Calow, CHESTERFIELD, Derbyshire, S44 5UN
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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

Sunnybank Nursery opened in 1992 and changed ownership within the family in 2008. The nursery is owned by a family partnership. Day to day responsibility of the nursery is delegated to the manager and staff. The facility operates from converted domestic premises situated in Calow, Derbyshire. There is a secure outdoor play area.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register to care for 36 children from birth to eight years. There are currently 70 children from six months to five years on roll. This includes 26 children who receive funding for early education. The setting is also part of a pilot funding for two year olds. They support children with learning difficulties and disabilities and who have English as an additional language. Access is via ramps and a small step to the main and baby room doors. Childcare facilities are on ground level.

The nursery opens five days a week all year round, except the week between Christmas and New Year and sessions are from 07.00 until 18.00. The nursery serves the local area. The setting employs 12 full-time and two part-time members of staff who work with the children. All of the staff hold appropriate early years qualifications. The nursery has a member of staff with Qualified Teacher Status.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children within the Early Years Foundation Stage (EYFS) make confident progress in their learning and development, enjoy their time in the setting and their welfare is soundly promoted. Generally good quality education and care is promoted by robust evaluation and identification of plans for improvement of the setting. This is fully supported by proactive partnership with parents and other settings. Inclusive practice for all children in the setting is strong.

What steps need to be taken to improve provision further?

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

- review the educational programmes for children aged from one to three to ensure children's exploration and investigation is stimulated by planning varied arrangements of equipment and materials that can be used within a variety of ways to maintain interest and provide challenge
- support further a stimulating environment in which creativity, originality and expressiveness are valued with particular regard to the content of wall displays
- develop further children's learning about social skills with particular regard to reviewing the practice of placing food directly on to the table at snack time.

The leadership and management of the early years provision

The management of the setting are focused on helping all children to make good progress in their learning and development and ensure their welfare is strongly promoted. There is a successful, common sense of purpose between adults who work well together. Children are cared for by qualified and experienced staff who are knowledgeable of the EYFS. The management has pledged to develop staff by ongoing training. The quality of children's care, learning and development is increased by the ongoing effective monitoring, evaluation and self-assessment of the provision. The capacity to make ongoing improvement is strong as there is clear identification of targets for further improvement.

Children are protected as detailed and up-to-date records, policies and procedures are maintained. Efficient structures are in place to ensure staff are suitable for their role and are clear about their responsibility. Children's health and welfare is protected as the setting has established consistent hygiene and safety procedures. This includes each month a different member of staff has responsibility for the fire evacuation practice. Resources and premises are well-maintained, clean and suitable for their use. Children are strongly safeguarded as the leadership is committed to ensure staff's knowledge of safeguarding children procedures is up-to-date and they have clear understanding of their responsibility.

Inclusive practice with regard to children with learning disabilities or difficulties and children from different cultures is extremely well promoted throughout. They have their welfare needs met and achieve as well as they can individually as staff undertake specific medical care training and embrace supportive care and stimulation programmes for children with learning disabilities or difficulties. Children's cultures are strongly supported with staff developing links with parents and other services to enable them to gain sound knowledge of each child. This is enhanced by the development of beneficial links with parents and carers to promote integration of care and education. Partnerships with parents, carers and other providers are established and ensure each child's needs are met. Parents are provided with good quality information about the provision and are actively encouraged to be involved in supporting their children's learning, development and care. For example, to continually develop links between the home and setting observation sheets for parents to complete at home are provided for each child. This is enhanced by informal and formal, through parents' evenings, individual discussions and shared plans to work on specific issues for children.

The quality and standards of the early years provision

Children are making good progress and show a positive attitude to learning. They are happy, confident and settled in a setting that is safe and secure. Interactions are good and all children benefit from caring, warm staff. Children's communication is extended as staff use open-ended questioning and provide many opportunities for the children to express themselves and think. For example, a sun hat is used to discuss holidays with the staff member encouraging children to consider what and why they need sun protection. Planning is led by children's

interests and needs and along with assessments is clearly linked to the EYFS. Individual assessment files contain records of planned and spontaneous observations of progress and individual next steps are clearly identified. Children's choices are encouraged as scrapbooks of photographs of the resources available are used to assist children to select activities alongside discussion of their interests and ideas. The learning environment effectively supports children's progress towards the early learning goals as generally play is purposeful, both in and out of doors. However, some activities provided in the one to two years and the two to three rooms do not always fully stimulate children's learning. For example resources for a 'home corner' activity are not presented to invite children's interest and appropriate resources are not provided such as a kettle is offered with no other utensils and washing-up equipment with no bowl. Children enjoy an imaginative play activity with hats and bags. When they decide to go shopping this was not supported by providing appropriate resources. The setting is rich in text and number with bright pictures and displays. However, there is a potential effect on the promotion of children's self-identity and creativity as many of the displays are overly adult influenced. Although snack is a social occasion including the pre-school children interdependently preparing their own snack of crackers and cheese their social awareness is influenced by the practice of putting food directly onto the table.

Throughout the nursery children enjoy a growing topic with a wide variety of activities and events to meet their development and age needs. This includes all children being involved in growing and caring for vegetables both inside the nursery and in the garden area. The setting has a wide range of creatures that children enjoy watching and caring for including, an African snail, hamster and fish. Outside visitors bring a range of exotic creatures which expand children's knowledge of the world. Visits to the local area to seek out different birds is extended as the children make their own bird feeders to use in the nursery garden. This theme is enhanced as they to look at how animals and insects grow. The setting have incubated eggs and chicks have been hatched. Throughout the setting children have observed the chicks grow and undertaken related creative activities and stories. Letter and calculation activities have been linked to the chicks. They learn about life cycles as staff appropriately discuss and involve the children when one of the pets dies. The settings use of everyday items such as large and small cardboard boxes, home-made colour and sound bottles and a empty crisp packet filled with bells and sealed enhance children's experiences. Books, mark-making and art and craft resources are available throughout the setting with a good mix of adult-led and child-initiated including themed and free expression creative, stories, drawing and writing activities. For example a child was reluctant to write their name on their picture. Staff appropriately encouraged and supported them in this and suggested they found their name card and copy that. The child excitedly found their card and was proud of their achievement. Creative, calculation and technology skills are developed as the children have access to a range of activities, games and equipment such as music games, instruments, tape records and CD's, laptop and desk computers, telescopes and binoculars. Children can access these free-choice and through adult-led activities.

Children's physical skill development is encouraged as all children enjoy outside play. This is supported by action rhymes within the setting and outings to the local

area. They learn about their bodies through related themes and about nutrition as they enjoy tasting of different food, cooking and different cultural meals. Children are well-supported and staff ensure that all children are included and receive individual attention so that their needs are effectively met. They develop a sound sense of independence and self-worth as they are encouraged to respect and be kind to each other. Staff use positive behaviour management to divert inappropriate behaviour.

Children's health and safety is solidly supported. The setting has their own strong hygiene and health routines to ensure they are protected such as pictorial reminders throughout regarding self-care. Children's welfare is protected and they are well-supported to learn about personal safety by daily routine, discussion, activities and by visitors, including visits by the fire service and the police to talk about road safety. Activities to encourage children to learn about good hygiene include using a 'hand washing light box' so they can see how well they wash their hands.

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met