

Sunnysmiles Childcare Ltd

Inspection report for early years provision

Unique reference number	EY366799
Inspection date	10/06/2009
Inspector	Martha Naa Ahimah Darkwah
Setting address	C/o South Isleworth Children's Centre, Worple Road, Isleworth, Middlesex, TW7 7AP
Telephone number	07714 755 390
Email	sunnysmilesworple@yahoo.co.uk
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

Sunny Smiles Childcare Ltd opened in 2008. It operates from South Isleworth's children's centre in Isleworth, in the London Borough of Hounslow. There is level access to, and throughout the premises, and there are accessible toilet facilities. Sunny Smiles Childcare Ltd. is registered on the Early Years Register, the compulsory and voluntary Childcare Registers, and is registered to care for 52 children, 26 of whom may be in the early year's age range. Sunny Smiles Childcare Ltd. is open each week day from 8:00 to 18:00, for 48 weeks of the year.

Children in the early years age range can attend according to parents needs; the services provided are; full day care, term-time only wraparound care for children attending part time nursery at the Blue School, St Mary's and Worley Schools, and morning and afternoon pre-school sessions for children aged two to five years. A breakfast club and after school club for children aged between three and 11 years, operates Monday to Friday during term times. All children share access to a secure enclosed outdoor play area.

There are currently 43 children under five years on roll, of these 22 children are in receipt of education funding. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

Six core staff members work directly with the children. All of the staff have early years qualifications. The setting has developed partnership arrangements with the Early Years Development and Childcare Partnership, Hounslow and the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are welcomed with warmth and affection into a lively, happy nursery environment. Staff working with all age groups are qualified and experienced and they are devoted to the wellbeing of the children in their care. Parents are invited to contribute their observations to an 'All about me' booklet which helps staff to identify each child's starting points. Staff also gain a good knowledge of each child's needs through observation and they promote children's learning effectively in most respects. The manager and staff are active in their professional development. They put their learning to good use to maintain the development and ongoing improvement of the provision for children.

What steps need to be taken to improve provision further?

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

- continue to extend the partnership with parents to involve them in their child's learning and development and how to support children's learning at home
- continue to develop the observation and assessment systems to ensure they

are secure in identifying children's developments needs and providing for them.

The leadership and management of the early years provision

Effective management helps to maintain good standards in the nursery. The setting's policy and procedure documents are reviewed regularly to ensure that staff keep their knowledge up-to date.

Staff members complete an appraisal exercise with the manager twice a year and training courses are identified at this time. Staff members are actively encouraged to train for their professional development. Staffing levels are planned in advance to ensure that the correct number of adults are available to care for the children each day. The deployment of staff is very good which means that the children are well cared for and their education and learning is supported well.

Staff in all rooms complete the attendance records promptly as soon as the children arrive which helps to keep the children safe in an emergency evacuation situation. Other records and documents are comprehensive, neatly kept and meet requirements. All staff members are checked for their suitability at the time of their employment. Staff are aware of child protection issues and procedures and their training is refreshed which helps them to safeguard the children.

The nursery has established good relationships with parents and carers. Useful information is posted in the entrance area for parents. However the current system does not always enable parents to easily see which staff members hold positions of responsibility, their qualifications, and the name of the key person for their child as well as information about day to day events. Regular newsletters are prepared for parents each term giving advance notice of special events. Parents are invited to meet their child's key worker twice a year to share information about the child's progress. Parents can also have daily discussions with staff at the beginning and end of each day to supplement the more formal meetings.

The manager and provider make generally good use of self evaluation to monitor the provision for children. They have delegated specific areas of responsibility to members of staff who evaluate their own area of work on a continuous basis. The manager and provider seek feedback from the whole staff to find ways to maintain good standards and to facilitate ongoing improvement.

The quality and standards of the early years provision

The manager and staff have gained a generally good understanding of the requirements of the Early Years Foundation Stage. They have instigated an effective system whereby all members of staff take responsibility for observing and making notes of significant events in the day for all children. Staff members enter these observations into a file for each child which helps them to track children's development and progress in all six areas of learning with the next steps. However, some assessment records do not always reflect a chronological order to ensure they are secure in identifying children's developments needs and providing

for them.

The children are busily engaged in worthwhile play and learning activities. Language development is a particular strength throughout the setting. Staff members speak clearly to the children and they extend their vocabulary at every opportunity. Children select books to share with staff and through stories and discussions they talk about where they would like to go on holiday; they initiate stories and imagine walking around lakes thinking about what they might see when walking up mountains, for example snow, and down a valley a river running through the mountains. Children use language well, talking about their feelings and desires as a child imagines an ice cream van by the mountains. Children have easy access to mark making materials both indoors and outside where they can use a chalkboard with paper and pencils to record their ideas. Staff members successfully encourage children to identify shapes and count, match and sort their toys. Older children are making good progress in recognising numerals and staff use real objects such as mini teddies to introduce ideas such as how many and how many altogether. Staff members clearly identify next steps for all children in all areas of learning which means that the activities are fully focused on meeting the individual learning needs of each individual child.

Children are calm, happy and well-behaved. They respond very well to the staff members who are pleasant, polite and firm. Children share their toys and they understand that they must take turns with favourite toys and resources. Children negotiate and work in groups or by themselves to help to build their confidence and self-esteem. Staff members actively promote the development of children's independence. They give children the freedom to play with toys according to their own ideas.

The nursery is well resourced in most respects indoors and outside. The children have easy access to good quality construction toys, musical instruments, puzzles and imaginative play materials. They learn to play safely in the nursery and they learn about road safety from visitors on their walks and outings. Staff members follow a clearly written cleaning and sterilising programme which means that toys are checked and maintained in good condition. Children are gaining the early communication, numeric and literacy skills that they need for their future economic wellbeing. They have access to some tools for learning in relation to information technology.

A range of interesting activities is planned to help children to develop an awareness of the festivals and celebrations that are enjoyed in different cultures that reflect the background of all of the children attending. They have access to a wide range of toys that promote positive images of diversity. Positive relationships exist between the staff members and the children. Staff members develop themes and projects to enable children to learn about other cultures, continents and the differing lifestyles of people from various backgrounds through dramas and planned activities. As a result, children develop their knowledge and understanding of the world and its cultural and religious differences.

Children learn about good personal hygiene and healthy ways of eating. The children eat their snacks and meals with their peers in a well-organised manner.

They enjoy fresh fruit snacks and they have drinks to hand throughout the day. The setting provides packed lunches. The staff members take great care to ensure that children are given food that meets their individual dietary requirements.

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?	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

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

Met