



Sunnyside School & Nursery

Inspection report for early years provision

Unique Reference Number	EY302439
Inspection date	04 November 2005
Inspector	Saida Cummings
Setting Address	Barbourne Terrace, Worcester, Worcestershire, WR1 3JR
Telephone number	01905 23973
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Registered person	Hawthorn Cottage Nursery School Ltd (5008797)
Type of inspection	Childcare
Type of care	Full day care, Out of School 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.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Sunnyside School and Nursery is one of three settings run by Hawthorn Cottage Nursery School Limited. It was founded in 1914 and provides nursery and out of school care. 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. A maximum of 57 children may attend the nursery, and a maximum of 65 children may attend the out of school club at any one time. The setting is open each weekday for 51 weeks of the year. Sessions for the nursery care are from 08:00 to 18:00. The out of school club operates from 08:00 to 08:30 and from 15:30 to 18:00 during term time. They also operate from 08:00 to 18:00 during school holidays. Children attend

for a variety of sessions.

There are currently 58 children aged from 1 to 9 years on roll. Of these 22 children receive funding for nursery education. Children who attend come from a wide catchment area. The setting has facilities in place for supporting children who have a special need and for whom English is not a first language.

The setting employs eleven staff who work with the children. Nine of the staff hold appropriate qualifications to National Vocational Qualification (NVQ) level 2 or 3. The nursery receives support from a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to develop self-care skills during daily hygiene routines, including washing their hands after toileting and before meals. They are either able to visit the toilets independently or are over-seen by the staff, who gently remind them to wash their hands and discussions are held concerning the reason for hygiene. The risk of infection to children is reduced as staff follow the local health authority infectious diseases guidelines, and children are not cared for if they have an infectious illness. Staff follow good health and hygiene procedures, which include appropriately dealing with any accidents and administering medications if requested. Children are building up their independence through daily routines, such as putting on their own coats, hats and scarves. Younger children also attempt to do this and are encouraged and assisted by the staff and some of the older children.

Children are well nourished and enjoy a varied and interesting diet. All meals are provided and freshly prepared on the premises, which include nutritious and healthy food and drinks. Children enjoy well-organised snack and meal times where they sit in appropriate groups and use these opportunities to build on their socialising skills. They eagerly join in with discussions about the food they eat, what their preferences are, and what keeps them healthy and makes them grow. Young children's food and drink needs are well met as staff are able to prepare the food to the correct consistency depending on the individual child's abilities and development.

Children are learning to gain control of their bodies and move confidently around the nursery. They take part in planned indoor physical activities to help use different parts of their bodies, such as music and dance sessions. Children have use of various equipment, both indoors and outdoors, to help them balance, crawl, slide and jump. They have opportunities to exercise and develop their physical skills on a regular basis as outdoor play is timetabled into each session. They energetically run around in the two large play areas and enjoy making up games and collecting leaves. Young children are able to develop their physical skills as they are encouraged to roll, crawl and start to walk. Staff provide large spaces and appropriate equipment to ensure young children have opportunities to build on these skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and welcoming environment. Staff follow appropriate procedures for completing risk assessments to ensure hazards to children are minimised. The premises are made safe by use of age-appropriate safety equipment, such as safety gates and electrical socket covers. Children are able to move around safely within their own areas and the rest of the nursery. They are taught to keep themselves safe, such as not to run indoors, to use the large outdoor climbing apparatus safely, and to hold the hand rail when using the stairs.

Children have access to safe, clean and age-appropriate play equipment and resources. Staff follow appropriate procedures to ensure all equipment is regularly cleaned and checked for safety. Children are constantly supervised and taught safety as part of their everyday activities. This includes discussions concerning safety rules, such as not walking with scissors in their hands, and how many children are allowed at the sand activity at any one time. Children are made aware of the emergency evacuation procedure which is regularly practised. Young children sleep in safe and secure areas and staff are able to monitor them at all times.

Children are kept safe and protected from harm as staff have a good knowledge of child protection issues and procedures. They are aware of local Area Child Protection Committee guidelines, and the procedures to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are able to self-select from a wide variety of age-appropriate play equipment and resources, which are set up and stored at low levels. They are able to instigate their own play and use the toys and materials to engage in meaningful play. Children benefit from the way the resources and equipment are organised, which helps them to gain relevant experience and to develop their independence. Staff set up the toys and materials depending on the ages of the children and to support any topical work, such as supplying appropriate materials for making rockets as part of the 'bonfire' topic.

Children's activities are planned by each staff group for the different areas to ensure these meet the individual children's needs. These are adapted depending on the children who are attending. Children are able to learn new skills through the varied range of activities made available to them, such as creative craft sessions, junk modelling and imaginary play. They are confident and talk to staff and other children with ease, enjoying spontaneous play either independently or in small groups. Children eagerly take part in the planned activities and readily join in with large group activities, such as storytime and singing nursery rhymes. They are curious and inquisitive and staff give good explanations when children ask questions to sustain their interest.

Young children have opportunities to develop their speech and listening skills through

various activities, such as listening to taped sounds and stories. They are starting to form words, copy sounds, and become skilful communicators. Young children are developing their independence physically and emotionally. They separate happily from their parents and have become familiar with the key workers in the area they are cared for. They also have opportunities to be creative and to use their imagination. Young children have opportunities to socialise with older children as the setting plan activities that enable all the children to be involved, which include snack and meal times when only a few children are attending. School-aged children are given opportunities to choose all the activities they want to take part in whilst attending the out of school club. Staff hold discussions with the school-aged children to find out their interests and try to incorporate these into the planned activities.

Helping children make a positive contribution

The provision is good.

Children know each other well and form harmonious relationships. They hold meaningful discussion in small groups and include each other in spontaneous play. Children have opportunities to explore and investigate their own surroundings using natural materials found in the garden, such as leaves. They also have opportunities to experiment and explore natural materials as part of their everyday experiences, such as using sand, water and play dough. Children have access to a good range of resources to promote their awareness of diversity and take part in several planned activities to help them understand their own and other cultures and beliefs.

All children are treated equally and have equal access to all resources and activities. They 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. There are effective procedures in place for caring for any children with special needs. Staff show an awareness of different special needs and how to ensure children's individual specific needs are met.

Children know what is expected of them and are well behaved. They are able to follow adults' instruction and hold discussions concerning safety rules and behaviour. They share the toys and understand how to take turns, such as lining up to use the outdoor slide. Staff are good role models for the children and encourage them to be polite, say please and thank you. Any behavioural issues are dealt with appropriately and sensitively. Staff praise and encourage children's positive behaviour and ensure there is a consistent approach. They hold appropriate discussions with the children to encourage them to play safely, think about their actions and to be kind to one another.

Staff establish a good partnership with parents which contributes significantly to children's well-being in the nursery. They are aware of the importance of involving parents in the life of the nursery and their children's development. Staff initially seek information from parents concerning their children's starting points and their stages of development. As a result, staff are able to specifically plan activities to ensure individual children's care and educational needs are met. Any new children are

settled in on a gradual basis which is fully planned with the parents to ensure enough time is allowed. Parents are made to feel welcome and valued. They are kept well informed of their children's achievements and progress through daily discussions and written feedback.

Organisation

The organisation is good.

Children are cared for in a well-organised environment and the premises are bright and welcoming. Their work is colourfully displayed throughout the nursery. The premises are organised to ensure children are cared for in child-friendly surroundings which are appropriate for the different age groups. The high level of adult to child ratios positively supports children's care, learning and play. The grouping of the children is organised to ensure their individual needs are met, and contributes to children's good health, safety, enjoyment, achievement, and ability to take an active part in the setting. Children are moved around the nursery depending on their stages of development and abilities to ensure they are ready for the next stage.

Appropriate recruitment and vetting procedures are in place, which ensure children are well protected and cared for by staff with knowledge and understanding of child development. Staff are committed in improving their knowledge and understanding and enjoy attending various training events. Children benefit from the staff's development as any new procedures or good practice is implemented into the care provided. However, although the staff who care for children in the out of school club have completed appropriate childcare training and hold relevant qualifications, they have not completed any playwork training for working with children of this age group.

The effectiveness of activity planning for all children is good. Staff plan children's activities for the age groups they care for, but also take into consideration the nursery's themes which are incorporated into the planned focus activities whenever possible. The written plans cover the main focus activities and link into the other free-play activities made available during each session. As a result, children are able to freely choose activities and to be challenged through activities linked to learning outcomes. Parents are supplied with good quality information about the organisation of the setting and how the children are cared for. This includes developmental information and how the setting use the 'Birth to three matters' framework and the Foundation Stage curriculum. Parents are kept fully informed of the nursery's events through regular newsletters and notices, which include the nursery's policies and procedures, and the planned activities. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints made to Ofsted since the last inspection.

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.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

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):

- develop staff's knowledge and understanding of working with children in the out of school club by ensuring they attend appropriate playwork training.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk