

Sunshine Corner Day Nursery

Inspection report for early years provision

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Inspector

Deborah Kerry

Setting address

Abundant Life Church, Back Street, Lakenheath, Brandon,
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Type of setting

Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunshine Corner Day Nursery opened in 1999. It operates from the Abundant Life Church in the large village of Lakenheath. Two rooms are used on two floors and there is a large enclosed garden for outside play. The premises are fully accessible.

The day nursery is registered to care for 32 children under eight years. There are currently 52 children attending who are within the Early Years Foundation Stage (EYFS) age group. Of these, 28 receive funding for early education. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/ or disabilities and several who speak English as an additional language.

The day nursery opens Monday to Friday all year round from 8:00 a.m. until 4:00 p.m. with the exception of public holidays. It serves the town and families from the local air bases and surrounding villages. It is administered by the church.

Eight staff work with the children. Of these, six hold appropriate early years qualifications and one is working towards an early years qualification.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership and the Special Educational Needs Coordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) are effectively supported by staff. Children's individual needs are fully understood by staff to ensure that they are supported. Through regular observations, children's interests and their learning needs are included in the weekly plans. The setting has developed good relationships with parents and seeks support and advice from other professionals so children's needs are fully understood and can be supported. The setting has effective systems in place for evaluating and monitoring their good practice and have identified areas for improvements.

What steps need to be taken to improve provision further?

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

- develop partnerships further to provide opportunities for parents to share their children's achievements from home and add comments to their progress records
- develop further the observations to identify children's next steps in their learning and ensure that they are linked to the six areas of learning

The effectiveness of leadership and management of the early years provision

There are clear procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff have a good understanding of their responsibilities so that maintaining children's welfare remains a high priority. Risk assessments ensure that all areas are safe for children to access and there is an action plan in place for any identified risks. The daily check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised regularly and recorded, ensuring that children's understanding of safety is effectively promoted.

There is a comprehensive range of policies and procedures in place to support the clear aims of the nursery, which are shared with parents. The notice board, regular newsletters and displays on the plans for activities ensures that parents are kept fully informed about what is happening at the nursery on their child's early education. Parents' views are sought through questionnaires when deciding on any changes to the nursery, ensuring that they are kept involved and their views acknowledged. Parents are kept fully informed and involved in their child's progress, as they can discuss their child's records with staff at any time. Parents are encouraged to add comments about their child's learning and development at home. However, not all parents add to their child's progress files to ensure staff are kept up-to-date with children's individual needs and interests. The staff are developing links with the local primary school to ensure that children are provided with appropriate support for a smooth transition when they start. This will ensure children's needs are fully supported for the continuity of their care.

The nursery have effective systems in place to evaluate their practice; they ensure that all staff and parents' views are sought to ensure improvements have a positive effect on children's learning and development. Staff are fully supported in their training to enhance their knowledge, experience and to ensure outcomes for children's learning and development remain positive. The self-evaluation shows the nurseries commitment to positive improvement and includes areas for development.

The quality and standards of the early years provision and outcomes for children

Children's health is promoted as they have a variety of fresh fruit at snack time that meets their individual dietary needs. Children can help themselves freely to water from the water dispenser which is placed within their reach, ensuring that they are not thirsty. Through topics on health, children have developed a good understanding on what foods they need to eat to keep themselves healthy. Children have developed a good understanding on why they need to wash their hands before eating or after using the toilet. Children have regular access to the outside play area where they access a range of equipment and are taken on regular walks to promote their physical development. Children are learning about

keeping themselves safe, as they know that they should not run inside as they may fall and hurt themselves.

Children are developing their confidence and self-esteem as they take turns to stand up in front of others to sing songs from memory. Their efforts are acknowledged and praised through claps from the other children who wait patiently for their turn. Children enjoy looking at books and listen to stories read to them by staff. The staff use animated voices and actions to capture children's interests, as they join in with familiar stories. This helps children to develop an interest in literacy and promotes their language skills. Staff promote children's understanding on problem solving as they ask how many children are at the table for snack and how many plates do they need. Children learn about the heritage of others through celebrating different cultural festivals throughout the year. The display on countries of the world where some of the children have lived helps them to develop an understanding on the different beliefs and customs of others.

Staff undertake regular observations on children's progress and interests. This is then included in the weekly plans. However, not all children's progress records show their next steps or are linked to the areas of learning to ensure that they receive a broad and balanced curriculum to support their all round development. All staff take responsibility for planning an activity each day, which helps them to develop their knowledge on the EYFS and how children learn. Information for parent on the EYFS is displayed to help them to gain an understanding on how children learn through play. Children are able to make choices in the resources and activities they play with and are able to access the outside play area freely during the sessions, they are fully supervised by staff at all times.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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