

Sunshine Nursery

Inspection report for early years provision

Unique reference number 120253
Inspection date 20/05/2010
Inspector Fiona Robinson

Setting address Hawkedale School, Stratton Road, Sunbury-on-Thames,
Middlesex, TW16 6PG

Telephone number 07957 668556

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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.

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Description of the setting

Sunshine Nursery was registered in 1998. It is privately owned and operates from a self-contained bungalow and a classroom within the grounds of Hawkedale School in Sunbury-on-Thames. There is ramped disability access to the building. A breakfast club, after school club and holiday play scheme also operate from the nursery premises. Children have use of the school hall, school playgrounds and separate enclosed outdoor play areas for both the bungalow and classroom. Suitable toilet and kitchen facilities are available. The nursery and out of school provision serve the needs of families in the area and the local community. It is registered to care for a maximum of 52 children aged between two and under eight years. There are currently 116 children on roll at the nursery. This includes 85 funded three and four-year-olds. The nursery operates each weekday from 8.00am until 5.30pm, excluding Christmas and Bank Holidays. Children attend for a variety of sessions or stay all day. The breakfast and after school club operates each weekday, term time only from 8.00am to 8.45am and 3.00pm to 5.30pm. The holiday play scheme operates from 9.00am to 4.00pm. The provision is also able to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is one full-time qualified teacher and 14 part-time staff currently working with the children at the nursery, 11 of whom hold recognised early years qualifications. The others are working towards this. The setting receives support through a teacher mentor from the school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision at Sunshine Nursery is outstanding, because children respond very well to the excellent care and support they are given. Children feel valued and fully included in a wide range of interesting activities and achieve very well. Excellent partnerships with parents, carers and the host school ensure that information is shared very effectively to support children's individual needs. The manager and staff have a very clear knowledge of the nursery's strengths and areas for improvement. There is an outstanding capacity for continued improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop forest school provision in the setting

The effectiveness of leadership and management of the early years provision

Staff have an excellent awareness of safeguarding and child protection issues. They have a full understanding of the comprehensive policies and procedures, and carry out risk assessments regularly to ensure children are safeguarded from harm. Children's safety is promoted very effectively, because staff ensure that they are very well-supervised indoors and outdoors. The setting is very secure and there are rigorous systems in place for parents to follow when collecting their children. There are robust systems in place for the recruitment and vetting of staff. An excellent range of equipment is used that is safe and suitable for their age. Partnership with parents and carers is outstanding and feedback is very positive. They say that communication is excellent and that staff are welcoming, caring and provide an excellent setting for the children. Prior to a child starting nursery parents complete an All About my Child form, and an All About Me sheet with their child. They also complete a My Family sheet which is added to the class My Family book, located in the book corners for the children to access at all times. The key workers keep parents and carers very well-informed of their children's achievements and progress. Parents and carers receive regular progress reports and individual targets are set for the children. They say that they are kept fully informed of special topics, themes and fundraising activities through comprehensive newsletters, informal discussions and the parents' notice board. The relationship with the host school is outstanding and the nursery benefits from the use of its facilities, including the well-planned outdoor areas and adventure playgroup. There are also excellent links with outside agencies and children with special educational needs and/or disabilities, and those who speak English as an additional language are supported very well in their learning. The nursery is very well-led and managed and staff meet regularly to share planning and discuss assessment. Excellent progress has been made in addressing the recommendations of the previous inspection. In particular, key staff rigorously monitor children's progress and set targets which are shared with parents at parents meetings. The staff work very well together as a team and demonstrate an excellent capacity to improve. They regularly access training opportunities and work hard to build on and enhance their existing qualifications. They provide daily opportunities for children to access a very wide range of resources and equipment in a bright, positive and stimulating environment. There is excellent promotion of equality and diversity in the setting. All children are fully integrated into nursery life and achieve very well. Excellent self-evaluation systems are in place and manager and staff value the views expressed by parents and children. Currently, staff are developing forest school and sensory provision in the outdoor area, to enrich their experiences.

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

The staff plan an excellent range of activities to help children learn through their play. They value children's suggestions for activities and include these ideas in their planning. For example, the older children cooperated very well as a team to

plan and plant their outdoor garden. Staff evaluate their planning and use the information gained to plan a further range of activities to help children to build on their existing skills. Children's behaviour is outstanding because they listen very carefully to staff and share resources sensibly. Staff are excellent role models and expectations are high. They know the children very well and ensure that they get the most out of their time during the session. Inclusive practice is very evident in the nursery and all staff use Makaton signing as part of their inclusive practice ethos. Staff are very caring and sensitive to children's individual needs and regularly offer reassurance and praise for their achievements. A trained speech and language advisor works closely with staff in helping them to fully meet children's individual needs. Children are very confident and polite and know the rules and boundaries within the group.

Children's physical development and enjoyment of exercise is promoted very well through a variety of activities. They have valuable opportunities to play outdoors in both the bungalow and classroom outdoor play areas. They develop an excellent understanding of keeping healthy and safe as they participate in Freddie Fit sessions, dance sessions and use apparatus in the hall. They enjoy riding a range of wheeled vehicles and climbing on the climbing frame outdoors. They benefit from the setting's strong commitment to healthy eating. They help to prepare fruit smoothies, fruit kebabs and pumpkin bread for snack time. It is a very happy, social occasion and they learn to use tools safely and develop their independence well. They benefit from talks on safety from the police, fire service and the lollipop lady. Children enjoy their time at the nursery and the out of school club. They show an interest in growing their own vegetables from seed and make healthy soup for snack time. They enjoy singing Down in the Jungle and most can count up to twenty and beyond. They can write their own names and some can write sentences. They paint excellent pictures in the style of Henri Matisse. They enjoy learning through role play as pirates on board their pirate ship and search for treasure in the outdoor area. They listen well to stories such as Handa's Surprise and festivals such as Diwali enrich their experiences of other cultures and diversity. Communication, language and literacy skills are developed very well through excellent teaching of the Big Talk and Big White strategies. Children confidently use information technology to support their learning. They are very well-prepared for their next stage of learning in this bright, purposeful, stimulating setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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