

Sunshine Day Nursery (NGH)

Inspection report for early years provision

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Inspection date 16/04/2010
Inspector Lynn Rodgers

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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 Day Nursery, at the Northern General Hospital, has been open for more than 30 years. It is located on two sites within the hospital grounds. The nursery provides childcare for staff of Sheffield Teaching Hospital's NHS Trust and other National Health Service staff. The nursery is open Monday to Friday, with the exception of public holidays. Times of opening are from 6.30am to 7pm. There are five rooms used for children, plus the holiday club area.

The setting is registered to care for 188 children under five years and also operates a holiday club for children over five years. There are currently 149 children on roll. This includes 19 three-year-olds and 33 four-year-olds who are receiving nursery education funding. Children attend for a variety of sessions. A holiday play club operates in school holidays for children aged four to 11 years. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. All children share access to a secure enclosed outdoor play area.

There are 21 full-time staff members and nine part-time staff members employed to work with the children. All staff are suitably qualified, with some who are working towards a higher childcare qualification.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider demonstrates a good understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. The nursery effectively meets children's individual needs through discussions with parents and the children. All relevant information is gathered at the initial registration and staff use this information to aid the children's observations and assessments. However, their next steps are not always relevant to their stages of development. All children are included and involved, and staff take great pride in ensuring their time spent with them is happy, enjoyable and productive. The staff care for and support children with special educational needs and/or disabilities, and also children who speak English as an additional language. There are some issues regarding obstruction of toilet cubicles that need to be addressed.

What steps need to be taken to improve provision further?

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

- consider further developing the system for recording children's next steps

- and ensure this reflects their individual stages of development instead of the activities
- ensure all toilet cubicles are easily accessible and free from obstruction.

The effectiveness of leadership and management of the early years provision

Staff are proactive in safeguarding the children, and follow the well-documented procedures. All staff have completed comprehensive training and are able to put their knowledge and understanding into practice. There is a very robust system in place for carrying out risk assessments. All individual areas carry out their own risk assessment but use the same format for consistency. All required safety equipment is in place and regularly checked. There is a separate risk assessment for outings and trips. Fire evacuation is regularly practised each month with all children, and the plan is displayed. All past recommendations have been successfully addressed and staff ensure children are safe, secure and well cared for. Documentation is clear, well written, up-to-date and available for inspections. The manager has completed a hard copy of the self-evaluation document. There is a very good range of resources that are effectively used, and are age-appropriate to ensure all children are stimulated. They are in very good condition and meet required safety standards. Staff ensure they are very well presented to the children and adapt activities to suit children's changing needs. The effectiveness with which the setting promotes equality and diversity is good. The children receive a warm welcome and are familiar with daily routines. Staff find out about all about the children at registration, and use this information to meet their individual needs. Parents are always welcomed, receive excellent daily feedback on collection and are fully supportive of the staff. Parents are eager to pass on their very positive comments and said, 'the staff are brilliant', 'they care about the children' and 'very happy with the service and always recommend the setting to friends and work colleagues'.

Children's behaviour is managed sensitively and with consistency. Children know the rules and are able to follow them. Their wishes are respected and staff encourage them to suggest their own ideas and be responsible for their own actions. The children are listened to, regularly praised and encouraged, rewarded when they have done something to help others and are given small responsibilities to carry out to make them feel good about themselves. Children's similarities and differences are recognised and staff know them well. There are excellent resources reflecting diversity. Inappropriate behaviour is challenged by staff, because they explain in language appropriate to the child and talk about how unkind they are being. Staff ensure that they treat all children as individuals and regularly update their inclusion training. Partnerships with parents and other agencies are forged through a good understanding of children's needs and through keeping all parties informed of the children's progression. Parents have both written and verbal information. There are systems for sharing information and keeping parents informed of the daily routines and activities. The complaints policy is available and contains the regulator's address and telephone number. There is a suitable system for detailing any complaints and what action is to be taken. Parents' contracts are all in place and appropriate to the setting, along with details of who has parental

responsibility. Children's information is regularly updated and fully documented. The daily registers clearly show children's attendance. There is valid insurance, all staff have valid first aid certificates and there is an effective system for recording any accidents, incidents and medication administered to the children. There is excellent interaction with children and parents, and all staff relate well to them and each other. All staff have been suitably checked and vetted, and are only given clearance to work once all checks are completed and in place. All staff have access to courses and make their needs known to the management team. The trust has a rolling programme for training and all staff are suitably qualified, with some working towards a higher level. There is a named special-needs coordinator, who is responsible for the children's individual programmes of work. She feeds back to other staff any issues to ensure the children's individual needs are appropriately met at all times.

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

Planning is appropriate and shows clear links to the six areas of learning. They are tailored to individual children's needs and there is a key worker system. Learning journey booklets are used, and there is an effective system for observing and assessing the children. However, the children's next steps are not clearly linked to their stages of development. Staff look at children's starting points, and take into account their interests and dislikes. Children's progression is monitored through observations and assessments. Children's personal and social skills are positively fostered. Older children follow the rules of the setting and are able to share, take turns and play harmoniously together. There is excellent interaction with all the children, and staff meet their individual needs appropriately. They regularly praise and encourage the children to play, join in and respond to staff and each other. Physical development is clearly defined in everyday activities and through supported outdoor play. Younger children have suitable facilities and there is specialised equipment for children with physical disabilities. Children's creativity is promoted in a variety of ways. They access art and craft activities, role play, dress up and are encouraged to initiate their own play and use their active imaginations. They join in music and singing sessions, action songs and rhymes, and have access to a variety of mark making materials. Staff ensure all children's language and communication skills are developed effectively. The children experience a wide range of situations to develop language and communication. Younger children are beginning to form simple words, make noises and shout out, finding their voice. The older children respond well to each other and adults; they chat freely about home and nursery, share experiences and communicate together as a group. They write for a purpose, and are beginning to form familiar letters, names and simple words.

All children are learning to problem solve, work out how things fit together and can make models appropriate to their ages and stages of development. All children have access to a wide range of mathematical resources to help them to learn to count and name numbers, and older children are beginning to understand the concept of number in some form. The children access a wide variety of activities promoting knowledge and understanding of the world. Younger children have the

sensory room, and play with natural objects, touchy feely materials and mirrors. Children plant seeds, talk about weather and changing seasons, go out on walks and look at the local environment, and take part in other festivals and celebrations. Children are made to feel safe as staff are proactive regarding their responsibilities. They enforce road safety on outings and walks, and make sure children know to keep with adults. They have discussions regarding stranger danger, stray animals and what is dangerous in the outdoor play area. The children are fully supported and supervised at all times. All children are encouraged to tidy up and to follow the house rules for behaviour. All required safety equipment is in place, and children are learning to be responsible for their own actions regarding safety. Healthy lifestyles are promoted effectively as children are served with healthy and nutritious food that meets their individual dietary and religious requirements. There is a two week rolling menu, which is displayed for parents' attention. The setting supports the five-a-day fruit and vegetable programme and parents' wishes are respected. Children's independence is fostered and they are encouraged to serve themselves if they are able to do so. There are systems for ensuring young children are kept comfortable and clean, with suitable nappy changing facilities. Sleep routines are adhered to and children's and parents' preferences are met. Children are learning to make a positive contribution as they learn how to behave well and respect others, and they are learning to recognise right from wrong. The children are able to make appropriate choices and contribute to the group. Adults help children to develop skills in technology and ensure they have access to appropriate equipment. The older children access the computer and show good keyboard skills. They show enthusiasm, excitement, want to learn and are eager to please. They are beginning to understand the wider world, demonstrated through their play and communications. They grow and follow food chains and taste unfamiliar foods, and use topics to extend their imaginations, vocabulary and knowledge.

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

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| 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

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| 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 | 3 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

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