



Sunshine Nursery

Inspection report for early years provision

Unique Reference Number	EY293678
Inspection date	09 December 2005
Inspector	Carol Ann Dixon
Setting Address	Christ Church School, Crawley Way, Chadderton, Oldham, OL9 9ED
Telephone number	0161 652 2773
E-mail	
Registered person	Sunshine Nursery Chadderton Ltd
Type of inspection	Integrated
Type of care	Full day 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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Sunshine Nursery is located in the Chadderton area of Oldham. The nursery is open all year from 08.15 to 15.45 Monday to Friday. It is managed and staffed by a team of five directors, four of whom hold an appropriate childcare qualification and one is working towards this.

The nursery is registered to accept 30 children aged from 2 to 5 years. There is one room and an outside area. There are currently 53 children on roll, and of these 27

children are in receipt of funding for nursery education. The setting supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery receives support from the development officer from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children access outdoor activities as much as possible which contributes to their health. They run and play in the fresh air and practice physical skills on equipment such as the climbing frame, wheeled vehicles and garden area. They understand that exercise is important as staff promote physical activity through indoor movement sessions or outdoor play.

Children are adequately protected from infection as staff adhere to clear, efficient hygiene routines that include wiping tables before and after snack time and the cleaning of toys and equipment. Children wash their hands under warm water and with soap before eating and after using the toilet, however, they are not provided with any explanation as to why this is important and so they gain little understanding about maintaining their own health.

Staff knowledge of food hygiene practices contributes to the prevention of cross infection and children are protected as the provider has good sick child and medication policies which are shared with parents. However, documentation relating to the administration of medication lacks the necessary detail, and permission from parents to seek emergency medical treatment has not been obtained.

Children's health is fostered through the provision of a good choice of healthy snacks. They are able to make selections from well presented food, such as toast and fruit which promotes their independence. Children benefit from the provision of fresh drinking water which they are able to independently access throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in well maintained premises. The welcoming environment and facilities help children to feel settled. Displays of children's work are bright and attractive helping to develop children's sense of belonging. Children are able to move around safely in the environment as the space is well organised to provide different areas for play and for rest. Children benefit from suitable facilities indoors and outdoors. Informal risk assessments take place at the beginning of each session and any issues arising are managed immediately, for example, staff visually check the premises before children's arrival which helps to protect children from harm. The children are sufficiently safeguarded within the setting as doors are kept locked with a secure entry system and staff are aware of identified individuals who may collect

children.

Toys and equipment conform to required safety standards and are checked for their suitability. This ensures that children have a sound selection of toys and equipment to choose from. Safety equipment is in place such as fire detection equipment which effectively maintains children's wellbeing.

The welfare of children is maintained as staff have an understanding of the Area Child Protection Committee guidance. All staff have undertaken updated training to ensure they know how to safeguard the child. A nominated member of staff takes responsibility for the handling of concerns and staff are clear about monitoring and who to contact for advice and with concerns.

Children's safety is enhanced through discussions with staff; for example, they provide children with reminders as to why they run outside and walk in the nursery, this helps children learn how to protect their own wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a positive attitude and are motivated to learn in an inviting environment. They arrive confidently and eagerly join in activities in the secure environment. Children with additional needs receive good levels of support.

Good settling-in procedures are offered to ensure a smooth transition from home to nursery. Children are stimulated through the range of activities on offer such as the role play area, sensory area, puzzles, construction, maths activities and art and craft activities. Areas are well defined and the children choose where they would like to play. Children are valued and are listened-to by the staff who get down to the child's level to interact, therefore promoting their self-esteem.

Children enjoy indoor and outdoor activities which promote each area of development. They come together to participate in songs and rhymes and play happily in each area of the room. Children learn about pattern through art and craft activities and on the pattern boards. They are expressing their imagination in the role play area and through creative activities, such as building with construction blocks and playing in the cornflour.

Children are well engaged and there are no behaviour issues as activities are planned to support their age and stage of development. Staff skilfully question and challenge children and make sure each child achieves. Individual needs are well catered for and staff ensure that each child is cared for in an appropriate way, for example, when a child is upset the staff recognise his needs and work together to provide the support necessary for the child to feel secure.

Staff knowledge and understanding of the Early Learning Goals and the Birth to three matters framework provides a good basis for the curriculum and ensures that activities are appropriate to the child's stage of development and that children are challenged and supported as necessary.

Nursery Education

The quality of teaching and learning is satisfactory. A variety of teaching styles are used for individuals, small groups and the whole group. Consequently, children make adequate progress in relation to the stepping stones. Through skilful questioning and interaction from staff, children make progress during most activities. However, written observations and assessments do not link consistently with planning from Birth to three matters or the Foundation Stage, and evaluations do not clearly predict the next steps in development for each child. This prevents planning and teaching from effectively building on what children know.

Children enjoy what they do and are engaged at all times. They are learning how to listen and explore their own, and other's feelings. They are beginning to make choices and take responsibility for their own play, although there are occasions, for example during adult directed craft activities, when children do not develop independence skills.

Language is effectively reinforced and extended in many play situations; for example, in the role play area where children were learning about bedtime, books were available to extend and enhance this aspect of play and learning. Children develop writing skills by writing their name throughout the day, however, there were no opportunities for children to practise mark-making spontaneously or independently. Small groups of children invent and develop imaginative play situations within the sensory corner. Children enjoy looking at books and sharing stories as they make good use of the book corner independently to retell favourite stories to each other.

Children learn basic concepts and solve problems as staff include mathematical language and calculations at opportunities throughout the day, such as counting how many cups there are altogether. They enjoy counting back through interactive songs and all children are fully involved. Children learn to recognise and match numerals when they use the numeracy area. Children learn to sort, classify and compare shapes and sizes as they explore matching and comparing socks or help to tidy away.

Children learn to predict and investigate and have sufficient opportunities to extend learning about the world, for example, they explore their local environment to learn about different types of houses. They have access to basic information and communication technology. Interesting sensory and creative opportunities enable children to experiment and explore shape, colours, textures and sounds in a variety of different mediums.

They are interested in exploring and investigating and describe the properties of magnetic construction blocks. Children are able to judge their body space accurately as they can adjust their speed and change direction when pedalling wheeled vehicles in the outdoor play area, however, staff do not always extend this area of children's learning and it is not sufficiently considered in plans.

Helping children make a positive contribution

The provision is good.

Children make free choices from all toys. Their experience of the wider world is promoted through topics and the celebration of different festivals, for example, Eid and the Chinese New Year, and with people in the community. Children have opportunities to access a wide range of resources which reflect many positive images of race, culture, religion, gender and disability.

This positive approach fosters children's spiritual, moral, social and cultural development well.

Children are well behaved. They know what is expected of them because staff use consistent methods of behaviour management that are age appropriate throughout the nursery. Staff are very good role models of behaviour and manners. There is a clear policy of dealing with unacceptable behaviour and bullying issues. Staff use praise and positive reinforcement and this helps to promote children's self-esteem.

Children with special needs integrate very well into the group. Activities and equipment are adapted to ensure all children are able to participate fully. Children with special needs are supported and therefore gain the best from their time with the group. Regular meetings with parents and other professionals ensure that the care of each child is appropriate and individual children's needs are provided for. Partnership with parents is good. Continuity of care for the children is promoted as the group operate an open-door policy. Parents know they can discuss any issues when necessary.

There is a wide range of good quality information available to parents about what is on offer at the group and how Birth to three matters and the Foundation Stage curriculum is promoted. Parents are informed of the progress their child is making and of developments in the group in general. The group promotes information sharing with parents via newsletters, home/school books, informal verbal exchanges of communication and the parents' notice board. Parents receive information about how to make a complaint. The communication between parents and staff helps to promote children's welfare, safety and learning.

Organisation

The organisation is good.

Leadership and management is good. Children benefit from the good leadership of the nursery where all staff work well together to ensure that children are provided with good quality care and education. Children benefit from the smooth running of the nursery and the clear routines which make them feel secure. Staff are clearly aware of their role within the nursery and they work very well together.

Records detail the individual requirements of each child and include relevant consents and contacts. However, records of staff and children's attendances lack the necessary detail required. Very good policies and procedures are in place which are shared with parents to promote the safety and wellbeing of the children present.

The provision meets the needs of the children who attend as they are cared for in a positive and supportive environment which effectively promotes their social and moral development. The strong commitment to improvement is reflected in the staff training and completion of a quality award. This maintains and improves the quality of care and learning for all children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

One complaint has been received since April 2004. The complaint related to behaviour management (national standard 11) and child protection (national standard 13).

Ofsted visited the premises and the provider took the necessary steps to ensure the national standards were being met. The provider remains qualified for registration.

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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are satisfactory.

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):

- improve documentation on administration of medication,
- seek permission from parents for emergency medical treatment,
- ensure that a record of staff and children's attendances is maintained which is inclusive of arrival and departure times,

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for mark making to communicate ideas and practise early writing skills spontaneously and independently,
- ensure that evaluative assessments are used to identify the next steps in children's learning,
- develop planning for outdoor play.

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