



Sunnyfield Nursery

Inspection report for early years provision

Unique Reference Number	EY247912
Inspection date	21 February 2006
Inspector	Susan Linda Capon / Sandra Rosemary Pierce
Setting Address	33 Knoll Rise, Orpington, Kent, BR6 0DD
Telephone number	
E-mail	
Registered person	Sunnyfields Day Nurseries Limited
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 satisfactory. 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?

Sunnyfields Day Nursery was registered in 2004. It is one of a group of three nurseries registered to Sunnyfields Day Nurseries Limited. The nursery comprises of three childcare rooms, an office, staff room and kitchen in its own premises situated close to Orpington in the London Borough of Bromley. There is a secure garden for outdoor play. The group serves the local community. A maximum of 55 children may attend at any one time. It opens every weekday from 08:00 until 18:00 hours for 51

weeks a year.

There are currently 44 children aged from 6 months to under 5 years on roll. Of these 8 receive funding for nursery education. The group currently supports some children with English as an additional language.

There are 7 staff who work with the children. Of these, 6 hold a relevant child care qualification equivalent to National Vocational Qualification (NVQ) level 2 or 3. There is one member of staff who is currently working towards a recognised childcare qualification. The setting receives support from the local Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All the children are developing a good understanding of how to keep themselves healthy and free from cross-contamination. Babies and young children are encouraged to learn about good hand washing and older children independently wash their hands after using the toilet and before and after eating. Older children are aware they wash their hands "to get rid of germs and prevent infection". All the staff use good hygiene routines throughout the nursery in line with the groups' health and safety policy and procedures. Staff clean work surfaces appropriately prior to food preparation and meal times, use different coloured cloths for cleaning and different chopping boards for food preparation. The manager wears a hat and white coat when preparing food to prevent cross-contamination. Staff follow daily rotas and regularly check the toilets are clean throughout the day safeguarding the children from infection. Children use clean bedding each day. All the children receive appropriate first aid treatment when they have an accident and staff maintain good accident records. Staff protect the children when they administer any medication as the daily records ensure the correct dose is always given. The good sickness policy and procedures protect the children from infection.

All the children enjoy physical play on a daily basis if weather permits. They are able to play safely in a secure garden throughout the year as a large tree provides much needed shade in the hot weather. A reasonable range of toys and activities are available including bikes, climbing equipment and hoops. Older children develop their pedalling and climbing skills as they play in this area. The children are beginning to recognise when they need to take a rest or drink after physical play.

The children are developing an understanding of healthy eating throughout the nursery. Staff support the children's understanding as they discuss the food they are eating and how fruit and vegetables are good for them. The children have healthy, balanced and nutritious meals throughout the day. Children aged under a year enjoy the food supplied by their parents. This is suitably re-heated if required. Babies' individual eating and drinking routines are maintained throughout the day. Fresh drinking water is readily accessible for some children to access independently in the

nursery. Children sit in small groups with the staff for all their meals and enjoy the social occasion. The individual dietary needs of the children are always considered and they receive appropriate food in agreement with the parent's wishes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

All the children are generally safe and secure in the setting. Children are unable to leave the main door unnoticed as it is fully secure. They can leave some playrooms as the fire doors do not always fully close and children risk getting their fingers trapped. Staff monitor the access to the premises to ensure unknown persons do not gain access and all visitors sign in and out of the building. They carry out regular risk assessments to ensure the premises are safe for the children's use. The children are developing their awareness of how to keep themselves safe and know the rules of the setting, for example, older children know they must not put their knife into their mouth as it might cut them. All the children spend their day in a pleasant, reasonably organised, bright, clean and welcoming environment. The premises are generally suitably warm although the heating was out of order at the time of the inspection. Suitable emergency heating was brought into the premises until the problem had been resolved maintaining an appropriate temperature for the children. Throughout the nursery the children have access to a good range of quality toys and equipment. Staff generally organise the premises well and the children play indoors and outdoors each day. All the children have suitable areas for resting, sleeping, eating and playing. The children are safe at all times through the staff's knowledge and understanding of child protection procedures in line with the local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The majority of the children throughout the nursery are happy, settled, confident and secure in their surroundings. Most children settle quickly on arrival and select an activity of their choice from those available. All the children can play outdoors at some time each day. Some of the staff working with the pre-school children have a reasonable understanding of the early learning goals and stepping stones. Others do not and are unable to support the individual development and learning of the children appropriately. The children are not always grouped appropriately, for example, large group of children aged 2 to 4 years for story time. The younger children got bored and distracted as the story was unsuitable for their needs. Staff support younger children's development and learning well through the curriculum based on Birth to three matters. The children interact well with one another and the staff team developing their communication skills from an early age, for example, children aged under 3 years listen well to stories. Babies enjoy musical instruments and singing activities, for example, they copy the actions to the song "Wind the bobbin up".

Nursery Education

The quality of teaching and learning is satisfactory. Children are interested, motivated and keen to explore the range of activities provided on a daily basis. Good planning ensures the children have the opportunity to participate in a full range of activities and ensure good rotation of resources. Most activities provided are free choice offering the children opportunities to instigate their own ideas. The children played co-operatively with one child taking the lead when they played a game of lotto together without adult support. A good range of messy play activities are available each session, for example, play dough, sand, water, painting and sticking. All the children are aware print has meaning and use the books appropriately, for example, turning the pages carefully as they look at the books. There are limited opportunities for children to link letters to sounds. The children are beginning to make marks although there is little opportunity for them to write their own names, for example, staff write the child's name on their painting and drawing. The children are developing their imagination through the role play areas and art and craft activities. They explore a full range of textures and materials and are developing their senses. The children are interested in changes to materials as they play with cornflour and water and make crispy cakes.

The children are developing some of their numeric skills. They can confidently count to ten and have an understanding of concepts and simple calculation, for example, one child was aware there was one extra jacket potato for lunch than the number of children at the table. Many opportunities to support children's mathematical skills and development are missed on a regular basis, for example, children playing in the sand and water were unable to extend their understanding of heavy and light, empty and full, as staff were unavailable to support them. The children have limited opportunities to extend their self-help skills as staff do things for them, for example, dress the children to go outdoors, pour the children's drinks at meal times, serve the food and put the glue onto the glue stick. Children are developing their understanding of mathematical positional terminology as they crawl over, under and through the climbing equipment both in and out doors. They are developing their co-ordination as they climb, jump and slide although the outdoor apparatus provides limited challenge for the older children.

Staff and parents work together and share information about each child's abilities prior to starting at the group. Each child is assigned a key worker who should aid the child's progress through the early learning goals. The well organised curriculum is topic based and includes a wide range of suitable activities for all the children within the pre-school group. Staff evaluate the plans each week and identify any changes required for improvement. Children are regularly observed and the group uses these observations well to identify the next steps for each child. These observations are used to write a development plan for each child which is shared with the parents on a regular basis. Some staff support the children's development well.

Helping children make a positive contribution

The provision is good.

The partnership with parents is good. Staff welcome all the parents and children by name. The children are fully valued, respected and treated as individuals. Each child

has their own key worker providing good continuity of care throughout the nursery. This reinforces the children's security and sense of belonging as they develop good relationships with the staff. There is a mixed staff team including one male and staff from ethnic minorities. This provides additional positive images and role models for the children. The children attending are from a wide range of ethnic backgrounds extending the children's opportunities to learn more about other people and their cultures, for example, older children are aware one child does not eat meat for religious reasons. All the children access a good range of resources reflecting positive images of other races, cultures and disabilities. Topics covered in the curriculum include different festivals and cultures. Children are learning more about their community through trips to the local railway station and library. All the children are encouraged to make their own choices when accessing the activities available. Children and parents with English as an additional language receive suitable support from the staff. This positive approach fosters children's spiritual, moral, social and cultural development well.

Older children are confident in their surroundings. Children have a good relationship with the staff in their room making them feel safe and secure in the nursery. Most new children settle quickly as the group operates a good settling-in procedure for all the children. Some new babies are not fully settled. All the children behave well. Young children are developing their understanding of the group rules and older children are learning about right and wrong, for example, they know they must share the toys and equipment. The majority of staff give positive praise and encouragement building the children's self-esteem and confidence. Many children have good social skills and manners, for example, they use please and thank you. One child thanked the staff for his lovely dinner. The children share the toys, take turns and play co-operatively throughout the day.

The staff team have developed good relationships with the children's parents. Parents find the staff, friendly, approachable and helpful throughout the nursery. They receive good information about the setting through the notice board, regular news letters, photographs and the groups' policies and procedures. The parents are encouraged to be fully involved in their child's care and development and provide the staff with detailed information to enable them to provide suitably for each child. They attend regular parent days or evenings to discuss their child's progress and development with the child's key worker. The parents of babies and toddler receive written feedback daily and older children's daily records are readily available to parents. All staff share information about the child with the parents, for example, when they have an accident.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. The children are generally well cared for and safe at all times. The majority of the staff team work well together supporting one another throughout the day. Staff are aware of their individual role in the group and follow the groups planning to provide suitable resources and activities for the children for most of the day. Staff ratios are not always fully maintained at the

start of the day preventing them from fully supporting the younger children and babies. The group is currently in excess of its registration relating to children aged under 2 years old.

The nursery is organised to provide suitable indoor and outdoor play opportunities for all the children for most of the day. The organisation of the individual rooms requires improvement to ensure the individual needs of all the children are met at all times. Good registration procedures ensure the safety of the children at all times as staff are fully aware of who is on the premises at all times. Staff working with the children aged under 3 years have a very good understanding of Birth to three matters and deliver a good curriculum for all these children attending the setting. All the required documentation and records are in place to support the health, safety and wellbeing of the children attending. The provider regularly reviews the group's policies and procedures to keep them up-to-date with the changes to the National Standards, for example, a new complaints procedure is in place to meet the recent changes.

The provider has a clear vision for the group's future development to improve the service she is providing. The group are currently reviewing staffing levels within the nursery. Staff regularly undertake appraisals identifying their individual strengths and weaknesses. They identify any specific training or developmental needs and the manager and provider work together to ensure these are made available to the staff. Staff participate in regular in-house training in many areas, for example, Birth to three matters. The procedures for ensuring new staff are suitable requires improvement. The setting 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 have been no complaints made to Ofsted since 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 by Ofsted.

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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 the procedures in place for checking that staff are suitable to work with children to ensure they are effective
- maintain appropriate temperatures throughout the nursery and ensure all radiator covers are safe and secure
- ensure all fire doors on the premises accessible to the children are safe and secure at all times
- ensure babies and young children receive appropriate support from staff, particularly at the beginning and end of each day, to extend their development and learning
- organise a plan of action and procedures to be taken to ensure that conditions of registration are met and maintained at all 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):

- develop staff understanding of the stepping stones towards the early learning goals to enable them to fully support children's learning in all areas
- provide further opportunities through daily activities for children to develop their independence skills

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