



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 503524

DfES Number: 585446

INSPECTION DETAILS

Inspection Date 28/04/2004
Inspector Name Trudy Scott

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sunshine Day Nursery (NGH)
Setting Address Herries Road
Sheffield
South Yorkshire
S5 7AU

REGISTERED PROVIDER DETAILS

Name Sheffield Teaching Hospitals NHS Trust

ORGANISATION DETAILS

Name Sheffield Teaching Hospitals NHS Trust
Address Herries Road
Sheffield
South Yorkshire
S5 7AU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Sunshine Day Nursery, at the Northern General Hospital, has been open for over 30 years. It is located on two sites within the hospital grounds. There is a separate unit for children under 18 months and two further buildings for the care of the older children. The nursery provides childcare for staff of Sheffield Teaching Hospitals NHS Trust and other National Health Service staff.

There are currently 250 children from four months to under five years on roll. This includes 55 funded three year olds and 21 funded four year olds. Children attend for a variety of sessions. A holiday playclub operates in school holiday periods for children aged 4 to 11 years.

A small number of children currently attend who have special needs or who speak English as an additional language.

The nursery opens on Monday to Friday, with the exception of public holidays. Times of opening are from 06:30 to 18:00. There is an option to stay open until 19:00 if required by parents.

Forty seven staff work with the children. Of these, 34 are qualified and 13 are working towards a relevant childcare qualification. The setting is participating in Sheffield Kitemark, a local quality assurance scheme, and is a member of the National Day Nurseries Association.

How good is the Day Care?

Sunshine Day Nursery provides satisfactory care overall for children from birth to under eight years.

Organisation and management of the setting successfully promotes good teamwork. Staff are well-supported with effective induction and appraisal systems and regular team meetings. Most relevant paperwork is in place although some lacks necessary detail. Children are grouped appropriately according to age and stage of

development. Transition between the groups is managed sensitively in consultation with parents. Premises are well organised to provide a range of suitable activities for the children.

Staff actively promote good hygiene and consistently follow procedures to keep children healthy. Safety arrangements are mostly satisfactory and include a secure entry system, vigilantly monitored by staff. However insufficient priority is given to practising emergency evacuation.

Children and staff have good relationships. Staff involve themselves in children's play and activities, and use praise and encouragement effectively to help children feel good about themselves. Children are happy, confident and well-behaved. Children enjoy a balanced range of activities. Comprehensive planning for children over three years helps them progress in all areas and good plans are in place to develop the planning for children under three years. Stimulating activities and interesting outings are planned for children using the holiday club. A well-equipped sensory room contributes to the very good provision for children with special needs and is enjoyed by all the children.

Parents receive a warm welcome in nursery. Good quality information about the nursery routines and policies is provided in a variety of ways, such as displays in the reception areas and newsletters. Most parents feel well-informed about their children's activities and progress. Systems in place for exchanging information are successful in ensuring children are cared for according to parents' wishes.

What has improved since the last inspection?

not applicable

What is being done well?

- Team work is very good. Effective induction and appraisal systems ensure staff are familiar with their roles and responsibilities. Regular team meetings, good access to training and a career structure within nursery keeps staff motivated and enthusiastic.
- Staff consistently follow health and hygiene procedures. Comprehensive policies include food hygiene, kitchen procedures, care of pets and laundry.
- The well-equipped sensory room has different lights, sounds, smells and textures. This is used well to provide a stimulating or a peaceful and calm environment. This has particular advantages for children with special needs and is enjoyed by all the children.
- Relationships between children and staff are good. Staff communicate well with all children, using language, eye contact and facial expression with babies, and show interest in what children do and say. They talk and listen to children and use praise and encouragement effectively to help children feel good about themselves.
- Successful systems for ensuring children are cared for according to parents'

wishes include flexible settling in arrangements where parents and staff exchange information, daily discussions and registration forms which include parental consents and information about the children's needs.

What needs to be improved?

- the procedures for informing Ofsted of staff changes and the records of staff checks
- the Child Protection policy to include procedures to be followed in the event of allegations against staff
- emergency evacuation practise to ensure all staff are familiar with procedures and that fire drills are recorded
- further opportunities for all parents to be fully informed of their children's progress.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
1	Ensure procedures are in place for informing Ofsted of staff changes and that details of staff checks are available for inspection.	31/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Provide further opportunities for all parents to be fully informed of their children's progress.
13	Include procedures to be followed in the event of allegations against staff in the Child Protection Policy.

6	Ensure staff are familiar with procedures for emergency evacuation and that details of fire drills are recorded.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Sunshine Day Nursery provides a welcoming, secure environment where children make generally good progress in all six areas of learning. Progress in communication, language and literacy is very good.

The quality of teaching is generally good. Staff plan an interesting and varied curriculum which reflects the early learning goals. Children engage in activities planned by adults and also those they initiate themselves. Staff work well with children to develop their thinking in focused and freely chosen activities but sometimes miss opportunities in daily routines to help develop mathematical awareness. Children's behaviour is very good and reflects the high expectations of staff. Effective teaching in communication language and literacy ensures children make very good progress in this area. Stimulating play materials motivate children and contribute to their well-developed imaginative play. Well-planned topics help children learn effectively about their own community and the wider world. Staff know the children well and make good use of observation and assessment to monitor their progress. However, observations are not yet used consistently to plan the next steps in individual children's learning and increase challenge for more able children. Support for children with special needs is very good.

Leadership and management are generally good. There is a clear management structure with defined roles and responsibilities. The special needs co-ordinator provides effective support for staff in fully including children with special needs. Systems in place for review and evaluation are not yet fully successful in identifying all areas for development. However there is a commitment to continual improvement.

Partnership with parents is generally good. Parents receive a variety of good quality information about the educational provision which helps them share in their children's learning. Opportunities are provided to discuss progress and exchange information with staff.

What is being done well?

- Children's behaviour is good and reflects the high expectations of staff. Children co-operate, share and take turns. They are learning to show consideration for others and to care for the environment.
- Effective teaching in communication language and literacy ensures progress in this area is very good. Staff engage effectively with children to develop their speaking and listening skills and provide a range of appropriate activities and resources to develop their skills as writers.
- A good range of stimulating play materials contributes to children's well developed imaginative play. These include many attractive small world and

role play resources, such as miniature cleaning utensils and shop play equipment, which children use effectively to express their thoughts and act out their own stories.

- A variety of well-planned topics help children learn effectively about their own community and the wider world. Children are introduced to a range of different cultures and religions and are learning to appreciate and value similarities and difference in lifestyles.
- Support for children with special needs is very good. Staff work closely with parents and relevant professionals to develop individual education plans which ensure children are well-supported and fully included in all aspects of the provision.

What needs to be improved?

- the use of daily routines to develop children's mathematical awareness by introducing simple number problems to three year old children and posing more complex problems to four year old children
- the use of observation and assessment to consistently plan the next steps in individual children's learning and to increase challenge for more able children.

What has improved since the last inspection?

Very good progress has been made since the last inspection. A number of measures have been introduced to develop the use of the outdoor play area and to improve opportunities for children to practise writing skills and record numbers.

The outdoor area has been developed to include hard and soft surfaces. There are hills and slopes which provided appropriate physical challenge for children and additional equipment for climbing and balancing. Planning includes daily physical activities. This helps children develop co-ordination and control in their movements and in using equipment.

Writing materials are now included in many areas of provision. This ensures children are able to practise and develop their writing skills and record numbers. For example when playing in the shop children write shopping lists and record the price of goods. A variety of print and numerals displayed in the environment helps children to understand the meaning of print and to recognise numbers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are motivated and enthusiastic in nursery. They show a sense of belonging to the group and make connections between home and nursery life. They concentrate and persevere in activities of their own choosing, although are sometimes distracted in large group activities. Behaviour of the children is very good. They co-operate, share and take turns. They have good relationships with others and are learning to care for themselves and others and for the environment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very good speaking and listening skills. They communicate effectively in a range of ways and use language well for different purposes such as initiating conversation, describing, recalling, predicting and making their needs known. They enjoy a wide range of books and are developing an awareness of print. They engage in activities and use resources which effectively support their development as writers. Many children recognise and write their own names and some familiar words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children regularly count in daily activities, some count correctly beyond 10. Children play number games, such as dominoes and are learning to recognise numbers in the environment. Some four year olds show good understanding of simple addition, for example when using shop play resources, but children do not regularly attempt problem solving in daily routines. Children are developing an awareness of space, shape and measure in a variety of focused and freely chosen activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing good skills in investigation and exploration, for example they investigate floating and sinking in water play. They regularly observe and talk about changes in the natural world. They are developing skills in design and making but are not always sufficiently challenged in this area. Children understand everyday technology and use a computer with confidence and skill. They learn effectively about their own community and the wider world in well-planned topics.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely in the environment, successfully negotiating space and obstacles. They are developing co-ordination and control in their movements when playing outside and using equipment. They have consideration for the personal space of others when playing together. They are developing an awareness of healthy practise and most children manage personal hygiene independently. They engage in a variety of activities to develop good hand eye co-ordination.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour effectively in activities such as printing and painting. They use a variety of media and materials to develop and represent ideas but do not always fully extend their own ideas. They enjoy musical activities and sing spontaneously in their play. Children play co-operatively in well-developed imaginative play. They use resources appropriately to make up stories and act out their ideas. They show enthusiasm in many ways using words, facial expression and body language.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- use daily routines to introduce simple number problems to three year old children and to pose more complex problems for four year old children;
- use the information gained in observation and assessment to consistently plan the next steps in children's learning and increase challenge for more able children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.