



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY280094

DfES Number: 535115

### INSPECTION DETAILS

Inspection Date	23/03/2005
Inspector Name	Trudy Scott

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Sunshine Day Nursery
Setting Address	10 Beech Hill Road Sheffield South Yorkshire S10 2SB

### REGISTERED PROVIDER DETAILS

Name	Sheffield Teaching Hospitals NHS Trust
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### 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 Hallamshire Hospital, opened in 2004. The nursery provides childcare for the staff of Sheffield Teaching Hospitals NHS Trust and other National Health Service staff.

Children are accommodated in a large Victorian building, adjacent to the Hospital. The building has lift access to all floors. There are four rooms on the ground and lower ground floors for children under two years and three rooms on the upper floors for children two to under five years. A holiday play care service also operates on the upper floor, providing places for up to 32 children aged children aged from 4 to 11 years. There is lift access to all floors and a fully enclosed area for outdoor play.

There are currently 171 children from three months to under five years on roll. Of these, 40 children receive funding for nursery education. The nursery supports a number of children who have special needs and also supports a number of children 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 19:00. Children attend for a variety of sessions.

There are 27 staff working with the children. Of these, 21 are qualified and 5 are working towards a recognised early years qualification. The setting receives support from an early years teacher from the Local Authority and is participating in Sheffield Quality Kitemark, a quality assurance award.

### How good is the Day Care?

Sunshine day Nursery provides good quality care overall for children under eight years.

Organisation and management effectively promotes good teamwork. Staff are well-supported with regular team meetings and access to further training opportunities. A comprehensive collection of policies and procedures underpin the

day to day running of the nursery, although some lack necessary detail. Staff work well together to create a welcoming environment in which children and parents feel comfortable and secure. Children enjoy and freely access a good collection of stimulating toys and play materials.

Children are grouped appropriately, according to age and stage of development, in four rooms for children under two years and three rooms for children two to five years. This enables staff to provide a balanced range of suitable activities. Transition between the rooms is managed sensitively, in consultation with parents. A separate room is provided for older children in the school holidays, where they enjoy a variety of interesting activities and experiences.

Staff consistently follow procedures to help keep children safe and well. They actively promote good hygiene practice and encourage children to manage personal hygiene independently. Children enjoy some nutritious meals, although the organisation of meal and snack times does not fully promote choice and independence.

Staff and children have very good relationships. Staff interact sensitively, communicate well with babies and help children develop confidence and self-esteem. Effective behaviour management strategies ensure behaviour of the children is very good. Children with special needs are well-supported and fully included in the provision.

Parents are warmly welcomed by familiar, approachable staff. Good quality information is provided to keep parents well-informed about the nursery. Systems in place for sharing 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?**

- The premises are well-organised and attractive, creating a welcoming feel to the nursery. Parents and children are warmly greeted by familiar, approachable staff who quickly make them feel ease and secure in the environment.
- Staff and children have very good relationships. Staff interact sensitively with children to help them feel good about themselves and develop confidence and self-esteem. They value what children have to contribute and give their full attention when babies communicate with them, responding with gestures, eye contact, facial expression and language.
- Clear health and safety procedures, including regular risk assessments, are consistently followed by staff. The secure entry system is vigilantly monitored by staff and is effective in preventing unauthorised access to the premises and also in ensuring children cannot leave the building unaccompanied. A

further secure measure is the use of CCTV around the building.

- Behaviour of the children is very good. Effective strategies include clear boundaries, explanations and guidance regarding acceptable behaviour. Children follow the good models of staff in showing courtesy and consideration for others.
- Parents receive good quality information in a variety of ways. These include a welcome pack, frequent letters, independent access to policies, attractive displays of children's work and other information and daily discussions with staff.

#### **What needs to be improved?**

- the organisation of snack and meal times to offer children more choice and independence
- the policies and procedures to ensure all necessary detail is included.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since April 2004, there have been no complaints to report.

#### **Outcome of the inspection**

Good

#### **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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
8	Organise meal and snack times to fully promote choice and independence for children.
14	Review policies and procedures to ensure all necessary detail is included.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Sunshine Day Nursery provides a secure, happy environment where children make generally good progress in all six areas of learning. Progress in personal, social and emotional development is very good.

The quality of teaching is generally good. The high priority given to personal, social and emotional development provides a firm foundation for children's learning. Staff have good understanding of how to help children learn through their own interests and plan the environment to support children's independent learning. This has been particularly effective in developing children's skills and confidence in using design and making tools and supporting their development as writers. However opportunities to work creatively on a large and small scale are not fully exploited. Staff have good relationships with children and manage them very well. They spend much of their time in direct work with children, although sometimes miss opportunities to introduce simple number problems. Activities and resources are well-presented and successfully stimulate children's imagination.

Staff know individual children well and regularly observe them as they participate in activities. They make good use of the information to monitor progress. They do not yet use the information consistently to plan the next steps in children's learning although good plans are in place to link assessments with teaching.

Leadership and management are generally good. Clear aims for children's care and learning are successfully shared with staff and parents. Systems in place for review and evaluation are not yet fully effective in identifying all areas for development. However there is a strong commitment throughout the nursery to continual improvement.

Partnership with parents is generally good. The setting works effectively with parents to ensure they are well-informed of nursery routines and activities. Parents and staff share information informally about the children on a regular basis.

### What is being done well?

- Personal, social and emotional development has priority in the curriculum and leads to children becoming confident, interested and self-motivated. This ensures they participate effectively in self-chosen and directed activities and provides a firm foundation for learning in other areas.
- Children regularly use writing materials, see and practise writing for different purposes. They see staff write what they say about their pictures, use writing materials in role play and make books about their activities. This effectively supports their development as writers.
- Children have very good skills in using a range of tools and techniques to

design and make ideas. They find out the best way to join and assemble materials using resources such as sticky tape, glue, string and paper fasteners.

- Activities and resources are well-presented. Staff introduce new activities in an enthusiastic manner and display resources attractively. For example the inclusion of natural materials, such as small logs and shredded paper. The small world activity with animals successfully stimulates children's imagination and excitement.
- There is a strong commitment to continual improvement throughout the nursery. Management and staff work co-operatively with other professionals, such as the early years teacher, to review the educational provision and agree ways forward. Good plans are in place for further development of the outside area and to improve the assessment system.

#### **What needs to be improved?**

- the use of observation and assessment to guide planning and teaching by identifying the next steps in children's learning and increasing challenge for more able children
- the use of daily routines and practical activities to introduce simple number problems to the children
- the opportunities for children to work creatively on a large and small scale.

#### **What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and self-motivated. They move around independently, selecting activities and resources from the range available. They are learning to concentrate and persevere in self-chosen tasks. Children have good relationships with each other and with adults. Behaviour is very good and reflects the high expectations of staff. Children successfully share, take turns and co-operate. In routines such as tidying away, children are learning about responsibility.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children readily interact with others and are becoming confident in using spoken language. They use words and simple sentences to participate in conversations and make their needs known, although more able children do not use language consistently to elaborate or explain ideas. Children are learning to identify initial letter sounds in words and many children recognise their names. Children are developing very good writing skills and regularly see and practice writing for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have good counting skills. They regularly count in daily routines and freely chosen activities, many count reliably beyond 10. They are aware of large numbers, see numerals displayed in the environment and use number names in their play. Children engage in activities to sort and match but do not often attempt simple number problems. Children develop an awareness of space, shape and measure in activities such as play with sand and water and using construction kits.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have very good skills in using an increasing range of tools and techniques for design and making. They explore and investigate as they play with natural materials and in some directed activities although do not always fully develop and extend their learning. Children are learning to operate a computer with varying degrees of skill. In planned topics and focused activities, children learn effectively about their own community and are introduced to the wider world.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move confidently and safely in the environment, successfully negotiating space and obstacles. They learn about their bodies in well-presented activities and attend to their personal care needs independently. They enjoy regular physical activity, and are developing skills in using equipment, but do not often construct with large materials. Hand eye co-ordination is successfully fostered in a good range of activities and children use tools, such as scissors, with safety and control.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Imaginatively play is well-developed. Children play co-operatively with others and use their real life experience and imagination to make up stories. They use resources effectively to stimulate and develop their ideas, often using one object to represent another. Children sometimes explore colour and texture with paint and other materials but do not regularly express and represent their creative ideas with paint. Children enjoy singing and explore sounds in music sessions.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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 observation and assessment consistently to guide planning and teaching by identifying the next steps in children's learning to increase challenge for more able children
- plan to use daily routines and practical activities to introduce simple number problems to the children
- provide more opportunities for children to work creatively on a large and small scale.

*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.*