



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 303487

DfES Number: 595802

INSPECTION DETAILS

Inspection Date	15/03/2005
Inspector Name	Jane Shaw

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sunshine Under 5's Nursery
Setting Address	441 Eastwood Windmill Hill Runcorn Cheshire WA7 6LJ

REGISTERED PROVIDER DETAILS

Name	. Sunshine Under 5's Nursery
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Under 5's Nursery is registered to offer sessional care to pre-school aged children. The nursery is organised and managed by a voluntary committee made up of parents and carers. The nursery was first registered in 1987 and operates from a converted house in the Windmill Hill area of Runcorn, Cheshire.

A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 09.30 to 12.00 term time only.

There are currently 19 children aged from 2 to under 5 years on roll. Of these, nine children receive funding for nursery education. The nursery currently supports a number of children with special educational needs and those for whom English is an additional language. Children attend from the local community as well as other areas within Runcorn.

The nursery employs five staff, three of whom work directly with the children with a further one relief member of staff. The person in charge holds an appropriate early years qualification, the remaining two staff are currently undertaking appropriate training.

The nursery is a member of the Pre-school Learning Alliance. As the setting is in receipt of funding for nursery education that have access to a Foundation Stage teacher and other advisory staff from Sure Start Cheshire.

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

How effective is the nursery education?

The provision of funded nursery education at Sunshine Under 5's Nursery is acceptable and of good quality overall which enables the children to make generally good progress in communication, language and literacy and very good progress in all other areas of learning.

The quality of teaching is generally good, staff have an understanding of the Early Learning Goals and how children learn. Staff are good role models encouraging children to be polite, have respect for one another through good listening, looking and sitting skills giving all children equal access, as a result behaviour is good. There is a well planned programme of activities and experiences to support children's learning in all six areas, there is however, a minor weakness in communication, language and literacy. Plans show differentiation for children with differing abilities, older more capable children can sometimes be distracted by younger children. Staff support the children well in their activities and give all and individual children good support. Children with particular needs are encouraged to participate fully and their development is monitored. Plans are monitored and evaluated well and used to plan future activities and the next steps for children.

Leadership and management of the setting is generally good. Staff are enthusiastic and committed to their roles as educators. Staff are well led by the person in charge, who in turn is supported by the deputy and assistant. All are committed to the on-going improvement and development of the provision.

The nursery's partnership with parents and carers is very good. They have access to introductory information on the group, information on the educational provision and the Early Learning Goals through access to plans and activities. Information enables parents and carers to participate with their child's learning at home and within the group. Verbal feedback is given to parents and carers and the group operate an 'open door' policy.

What is being done well?

- Staff work well with children who have English as an additional language, making appropriate arrangements to ensure they are able to communicate effectively by talking with parents and carers and by learning some of the child's own language.
- Staff work well with children with identified special educational and particular needs. They communicate effectively with parents, carers and other agencies to ensure they enable children to participate fully in all activities.
- Children are making very good progress within mathematical development. They are competent counters and have a good understanding of number, sequencing of numbers, number operations, shape and size. This

development is as a result of good staff interaction and planning.

- Good quality teaching and staff interaction has a positive impact on children's learning and ensures that children are learning and achieving well. A well planned programme of activities and opportunities is in place which gives appropriate emphasis across all six areas of learning and involves the children in interesting and stimulating activities and themes.
- Staff show a genuine commitment to the ongoing development and improvement of the provision, what it offers children and the provision of a well balanced curriculum through the ongoing monitoring and evaluation of planning, activities and their own performance.
- Staff have an appropriate behaviour management philosophy which looks at developing children's self confidence and self esteem, this philosophy, good staff interaction in activities and staff as good role models results in children's good behaviour. Children's spiritual, moral, social and cultural development is well fostered through themes, discussion and the development of children's consideration and respect for others. As a result children are becoming independent, they are polite and show care and concern for others.

What needs to be improved?

- the provision of opportunities for children to link sounds and letters, see letters of the alphabet and access to appropriate writing materials within role play areas
- the provision of more opportunities for older, more capable children to be involved in focussed activities away from the younger children to provide them with more challenge and enable them to concentrate better.

What has improved since the last inspection?

There have been several staff changes since the last nursery education inspection. the current staff were not present at the time of the inspection in 2001 but have made very good progress in response to the four key issues raised.

The setting was asked to provide more opportunities for the children to recognise and write their own names. Children do recognise their own names as they hang their coats on named pegs and as they look for their place at the snack table. Children add their names to their work with staff help.

The second key issue asked staff to use the dance and movement sessions to make the children aware of what happens to their bodies when active. Cups and jugs of water are made available for children at all times, when involved in energetic outdoor play, staff and children talk about being hot and thirsty after exercise.

The setting were also asked to continue to develop the progress reports and assessment sheets and ensure that there is a uniform way in which parents and cares receive relevant information about the progress and attainment of their child.

Staff have introduced observation sheets and a new system to record achievements which they will monitor. Parents and carers are told of access to written records on their child's development and achievements.

The final key issue asked that when finances allow, in order to provide children with opportunities and challenge in climbing skills, plan to acquire a climbing frame which may be used indoors and out and can be stored indoors. Children are given good opportunities through a range of outdoor and indoor toys and equipment to practise a range of large physical skills including climbing.

The completion of the above key issues ensures that the children have opportunities to develop their skills and enhance learning through the provision of appropriate resources and activities and that parents and carers are kept informed of their child's progress both verbally and in written form.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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As a result of good staff interaction and encouragement children are becoming confident, speaking in front of others in both large and small groups and with visitors to the setting. Children are independent in terms of personal tasks, selecting toys and equipment and pouring their own drinks. They have good relationships with staff and each other, they greet one another as they arrive and say thank you to staff as they leave. Staff are good role models resulting in children's good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's language and vocabulary skills are developing as they chat with each other, staff and visitors. They sit quietly and listen attentively to stories, joining in excitedly with their favourite story, "We're Going On A Bear Hunt". Children listen to stories that rhyme but opportunities to link sounds and letters are not yet developed. Children write their names through planned activities and make marks in the light and sand tray. Writing within role play is not consistently offered.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are competent counters and understand the sequence of numbers, they are able to count objects from one to ten and beyond and undertake simple calculations such as "is that enough/how many more cups do we need?" They identify and match numbers as they park their sit 'n' ride toys in the correct space. Children have a good grasp of shape and size as they use large and small circles and triangles to create an Easter chick card. They match, sort and recreate patterns successfully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are presented with many good opportunities to look at their own environment and the natural world as they plants seeds, bulbs and flowers watching the different stages of their growth, they observe how their cress has grown over the weekend. They make their own indoor miniature garden complete with pond. They study minibeasts visiting a local wildlife park catching insects in nets, comparing the different types. They are involved in looking at the world by celebrating various festivals.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Well planned activities and access to a range of equipment enables the children to practice their skills of climbing, balancing, travelling under, through, over and slithering as they complete an obstacle course which they do with competence. They develop both large and small movements and skills through access to a good range of tools and equipment. They competently use scissors, a computer and mouse, paintbrushes and use their fingers to sprinkle and plant seeds.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use a variety of techniques and textures in their art work creating black and white images, symmetrical pictures, collage, printing. Children have access to music and musical instruments, music and movement and excitedly take part in activities interpreting the growth of plants. Children have access to and enjoy using the light and sand box as they make marks in the sand watching the different colours. Children look at the different parts of a flower and freely draw a vase of flowers.

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

- provide opportunities for children to link sounds and letters, see letters of the alphabet and to have access to appropriate writing materials within role play areas
- provide more opportunities for older, more capable children to be involved in focussed activities away from the younger children to provide them with more challenge and enable them to concentrate better.

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.