



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251800

DfES Number: 547997

INSPECTION DETAILS

Inspection Date	20/01/2004
Inspector Name	Susan Patricia Foulger

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sunshine Corner Day Nursery
Setting Address	Abundant Life Church Back Street, Lakenheath Brandon Suffolk IP27 9HF

REGISTERED PROVIDER DETAILS

Name	The Committee of Sunshine Corner Day Nursery
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ORGANISATION DETAILS

Name	Sunshine Corner Day Nursery
Address	Abundant Life Church Back Street, Lakenheath Brandon Suffolk IP27 9HF

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 Corner Day Nursery opened in 1999. It operates from the Abundant Life Church in the large village of Lakenheath. It serves the town and families from the local air bases and surrounding villages. It is administered by the church.

The day nursery is registered to care for 24 children aged 2 - 5. There are currently 64 children on roll. 37 of these are funded three and four year olds. There are two children with special needs attending at present and one who speaks English as an additional language.

Two rooms are used on two floors and there is a large enclosed garden for outside play.

The day nursery opens Monday to Friday all year round from 8:00 a.m. until 4:00 p.m. with the exception of public holidays.

Six full and part time staff work with the children. All have, or are working towards, early years qualifications.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership and the Special Educational Needs Co-ordinator.

How good is the Day Care?

Sunshine Corner Day Nursery provides a good standard of care overall for children aged 2 - 5 years.

The overall organisation of the day nursery is good. Records and policies are all in place and staff work as a close team who support and encourage each other. There are a few minor changes and additions needed to bring the paperwork totally in line with the National Standard Guidance.

Safety is important to the day nursery and children are well supervised at all times of

the day on both levels of the building when staff are well deployed. Health and hygiene practices are effective both among staff and children. The children bring their own packed lunches but snacks are healthy and nutritious and imaginatively presented.

The quality of care for children is very high. The day nursery is well equipped and children of all ages are able to select their own toys in free play sessions. All the children are happy and well cared for. The quality of the pre-school educational experience is especially effective.

Relationships with parents and carers is very good. Verbal communications daily, regular newsletters, written reports and parent evenings keep them well informed of their child's progress.

What has improved since the last inspection?

The day nursery was inspected last when it had only been open for three months. Since then, everything asked for has been actioned. The day nursery was asked to show how and when 50% of staff would obtain an appropriate qualification. All the staff now have early years qualifications or are working towards it.

Children now have a choice of activities at all times throughout the day and a risk assessment is carried out regularly; both actions asked for in 1999. In addition, the group now has a policy on the administration of medication and complaints, the latter needs a small alteration. Drinking water is supplied at all times; either the children can help themselves or ask for it.

What is being done well?

- The day nursery is warm and welcoming and provides a happy, secure base where children are settled.
- Space and resources are organised on both floors to meet the needs of the children successfully. The pre-school is very well equipped and children are able to select their own toys in free play sessions which is helping to foster self confidence and initiative. Children's individual needs are met through planned activities and play situations that help to develop their emotional, physical, social and intellectual capabilities.
- Standards of safety are high. Staff are well deployed at all times and regular risks assessments are carried out. Safety roles are rotated amongst the staff and knowledge is cascaded to other members of staff after an adult has attended any related training.
- Snacks are healthy and nutritious and offered in an imaginative way. E.g. children were invited to spread a variety of toppings on a piece of celery (the log) and decorate with raisins (ants) as part of the current topic - mini beasts.
- The day nursery promote equal opportunities in policy and practice. They actively involves the children in many related topics about other countries and cultures. All the children have access to appropriate toys, learning resources

and equipment.

- The day nursery has resources to take children with special needs and have a fund for further specialist equipment if necessary. The children with special needs who attend the day nursery are valued and included in all activities..

An aspect of outstanding practice:

The day nursery use puppets to great effect. For example, during the story of The Hungry Caterpillar, the caterpillar was changed into a butterfly with the competent use of paper bags. One child was heard to exclaim "Magic!" On a regular basis special 'visitors' come to see the children. On the day of the inspection, the children were taken upstairs to meet 'Miss Molly', the leader being strategically placed behind a curtain so the children could not see her. The children joined in enthusiastically especially in the singing and rhymes throughout the show, which included Mary, Mary, and Incy Wincy Spider.

What needs to be improved?

- The child protection policy.
- The complaints policy.
- The system for recording visitors to the day nursery.

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
6	Introduce a record of visitors showing times of arrival and departure and their role, if applicable.
12	Insert contact details for Ofsted into the complaints procedure.
13	Re-write the child protection policy to include procedures for when an accusation is made against a member of staff

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

How effective is the nursery education?

The provision for nursery education at Sunshine Day Nursery is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is excellent. Themes are well planned and the early learning goals are reflected throughout the plans. Staff make assessments that identify children's progress. They provide opportunities for children to think and to demonstrate what they know and understand. They take account of the children's different levels of attainment and plan accordingly. They challenge and encourage the children to question, think and find solutions. Staff use positive behaviour strategies and good behaviour is valued and encouraged. Relationships are warm and trusting and humour is often used as a tool to make the children laugh and relax. The day nursery use toys and materials which reflect diversity and offer strong support for children with special needs.

Leadership and management is very good. The managing supervisor plays a key role in providing a vision of quality day care and how it can be accomplished. Staff appraisals are carried out yearly and help to recognise the strength and weaknesses of the staff. Training needs are identified and there is an ongoing training programme for all staff. Roles in the setting are rotated so that all staff gain experience in all aspects of the day nursery. The operational plan works well and is reflected in the day to day running. Policies are in place and inform both staff and parents.

There is an exemplary partnership with parents. Information is provided for the parents through newsletters, the notice board, and termly written reports showing their child's progress. Any problems are handled confidentially by the staff. Twice a year the parents are invited to a parent's consultation evening and weekly visits to the local reception class are set up for the pre-school children and their carers.

What is being done well?

- The field of creative development which covers all aspects, including the exploration of materials, music and the encouragement of the children's imagination.
- Relationships with the parents goes beyond the normal expectations of a day care setting. Parent consultation evenings are held twice a year, staff sometimes baby sit for parents, and arrangements are made with the local school that the children who are starting school can visit weekly with their parents and spend time in the reception class.
- The quality of teaching is very effective. Staff have a very good understanding of the early learning goals. They are familiar with the Curriculum Guidance for the Foundation Stage and key workers make

regular assessments on the children's progress. The staff's style of teaching challenges and encourage the children to question, think and find solutions. Expectations of good behaviour are high and praise and encouragement is used constantly. The use of the star chart and the treasure basket plays a valuable role and helps to reinforce the children's understanding of expectations of their behaviour. An inviting and fun environment is provided and is organised to help the children be self-sufficient by making toys and activities easily available for the children to select for themselves.

What needs to be improved?

- access to a computer
- day to day use of name cards

What has improved since the last inspection?

Two key issues were identified at the last inspection: to develop the mathematics programme to provide more opportunities for the children to solve simple problems in the daily routine and to implement the planned system of staff appraisal and use this to identify and address the training needs of the staff to develop their skills.

Both of these key issues have been well met. Children are frequently asked to count, add and subtract verbally as a matter of course in the daily routine and mathematical equipment and games have been bought to support the mathematics programme. Children are encouraged to start writing numbers or mark make at every opportunity.

Staff are now appraised annually and training needs have been, and continue to be, identified and met. The staff either have appropriate early years qualifications or are working towards them. They are encouraged to go on other courses and workshops relevant to the early years. They then cascade their learning to other staff members.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn and to try new experiences. They concentration and persevere, with adult support where appropriate. They are confident, happy and secure; separating from carers with ease. Children form good relationships with staff and peers, co-operating, negotiating, taking turns, sharing resources and supporting each other. Children are very well behaved responding to the positive messages given to them; they have high self-esteem laying the foundation for children's learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories and songs. Children understand that print carries meaning and can read familiar words. Books are handled appropriately and children were seen to spontaneously use reference books related to the current topic, Mini Beasts. Children are well supported in writing for a purpose and are given many opportunities for mark making although the children's name cards could be used more frequently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count and recognise numbers confidently. They are beginning to recognise and write numerals. Staff take every opportunity to encourage the children's use of mathematical language throughout the session. Children are showing an increasing understanding of addition and subtraction. They know the names of shapes and can use language to describe position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are offered a stimulating and varied selection of activities and topics which helps them to explore and investigate their own world and other cultures. Recent themes have included Mini beasts, Me and My World and Re-cycling. Themes are integrated into all the early learning goals. It is unfortunate that the day nursery do not feel able to get their own computer as they fear misuse and vandalism at the weekends.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities for movement, climbing and balancing. They are developing an awareness of personal space; the parachute is used often for a variety of games to develop skills. They enjoy using a wide range of resources, tools and equipment, which they do with safety and increasing control. Health and body awareness is being addressed in a series of themes planned for this term.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are given frequent opportunities to explore texture, colours and shapes. Junk modelling is offered regularly; allowing their imaginations and creativity free rein. Music is used in a variety of ways; all the children join in and derive much enjoyment from it; especially the child with special needs who responds positively to the experience. The day nursery uses puppets in stories and on special occasions they meet 'Miss Molly' in her garden when the leader assumes a new persona.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Consider how the children may have access to a computer
- Use name cards more frequently in the day to day activities.

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.