



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 113746

DfES Number: 516521

INSPECTION DETAILS

Inspection Date 09/02/2005
Inspector Name Diane Ryan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sunshine Nursery
Setting Address 3 Georgia Avenue
 Broadwater
 Worthing
 West Sussex
 BN14 8AZ

REGISTERED PROVIDER DETAILS

Name Mrs Gillian Mary Bromley

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 is a privately run group. It opened in 1990 and operates from three rooms in the proprietor's home and a purpose built classroom in the garden. It is situated in Worthing, West Sussex. A maximum of seventeen children may attend the nursery at one time, from two to under five years. The nursery is open each weekday from 09:15 - 16:00 term time only. There is an enclosed outdoor play area.

There are currently 35 children on roll. Of these 25 children receive funding for nursery education. Children come from a wide catchment area. The nursery does not currently have any children with English as an additional language or with special educational needs attending.

The nursery employs seven staff. The manager and four staff hold an appropriate qualification. There are three members of staff working towards a qualification.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Sunshine Nursery provides good quality care.

The majority of staff are suitably qualified and experienced to care for children and procedures for appointing and vetting staff are appropriate. Policies and procedures are in place, which underpin the day to day running of the provision. Space and resources are organised imaginatively to meet children's needs effectively and the nursery provides a warm and welcoming environment for all children, parents and carers. Most documentation is in place although two minor improvements have been identified.

Staff take appropriate steps to ensure children's safety and access to the provision is monitored keeping children safe at all times. Hygiene procedures and practices promote the good health of children and they are provided with regular drinks.

Snacks provided, are healthy and nutritious but parents provide packed lunches for those who stay at lunch time. There is a good range of resources reflecting diversity and all children are treated as individuals. Staff have a positive attitude towards caring for children with special needs and a sound understanding of child protection issues and how to proceed if they have concerns about a child in their care.

Children take part in a stimulating and varied programme of activities. They are actively involved in their learning and their understanding is extended through discussion. The children enjoy attending, are happy, settled and relate well to the staff and each other. Good strategies are in place for behaviour management, appropriate to the level of understanding and the ages and stages of development of children. Staff use praise and encouragement to promote positive behaviour.

Staff work well to establish effective, positive relationships with parents to ensure they respect their wishes and they share information appropriately. Individual children's progress and development is recorded and shared with parents.

What has improved since the last inspection?

At the previous inspection the owner agreed to ensure individual staff records are kept on the premises containing information about recruitment , training and qualifications.

She agreed to ensure that records are kept about vehicles that children are transported including insurance details and a list of drivers.

She also agreed to review and update records, policies and procedures, which are required for the efficient and safe management of the provision.

These have all been completed and are kept in files on the premises and a copy of the policies are given to all new parents.

What is being done well?

- The group provides a balanced range of activities and experiences suitable for the ages of the children attending. The children are praised and encouraged and staff are interested in what they say and do, using play opportunities effectively to promote children's development. The staff make learning fun through number games and games that encourage problem solving. They provide opportunities for children to experiment and be creative using their own ideas and use various natural and recycled materials for art & craft activities. Children's work is valued and displayed throughout the provision.
- The cabin a purpose built building in the grounds and other rooms used in the owner's house are clean and well maintained. The setting is warm and welcoming with children's work displayed around the walls. Children use a fully secure outdoor play area for physical activities.
- Thorough policies and procedures are in place to promote safety within the

setting and staff have a sound understanding of health & safety requirements. The premises are secure and access to the provision is monitored to keep children and staff safe with good systems in place for the safe arrival and collection of children.

- Members of staff recognise children as individuals. They know the children well and provide a caring environment and daily routines, which are designed to meet the individual needs of the children. They are helped to learn about equality and the diversity of our culture through their play. The children are provided with opportunities to learn about a variety of different cultures, festivals and customs, through planned activities and celebrations.

What needs to be improved?

- the recording of times children arrive late or leave early
- written permission to seek emergency treatment

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 the last inspection Ofsted have not received any complaints about this provider.

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
2	Ensure accurate the times of arrival and departure of children are recorded.
7	Request written permission from parents for seeking emergency medical advice or treatment

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 Nursery is acceptable and of high quality. Children are making good progress towards the early learning goals.

The quality of teaching is very good and staff are skilled practitioners . They have an excellent understanding of child development and the foundation stage of learning which enables children to make good progress.

Most staff are qualified or experienced. They work well as a team and create a calm and stimulating environment for children through a variety of well planned activities. Staff are developing opportunities to access information technology and electronic equipment to extend learning.

Staff use excellent questioning techniques and encourage children to extend their vocabulary.

Staff plan an extensive variety of activities covering all areas of learning and are skilled at linking inside and outside play. Effective methods of evaluation are in place and staff undertake regular assessments of children to link activities to specific areas of learning. Staff meet with parents to discuss their child's development or any concerns.

Staff are good role models and children's behaviour is good. Children are encouraged to help and support each other and respect each others views and cultures.

Leadership and management is very good. Appropriate procedures for appointing and vetting staff are used and deputising procedures are in place. All staff have regular opportunities to discuss their individual training needs and attend courses.

Partnership with parents is very good. Parents are kept well informed about the quality of the provision, forthcoming events, activities available to their child and their child's progress towards the early learning goals. Effective procedures are in place to share information with parents about policies, procedures and the foundation stage of learning, through newsletters, parents notice board and nursery prospectus.

What is being done well?

- Staff work extremely well together and provide children with well-planned, challenging and stimulating activities. They have an excellent understanding of child development and the foundation stage of learning.
- Staff use skilled questioning techniques , extend children's vocabulary and encourage language for thinking during independent play and group activities.

- Maths is developed and promoted through every day activities and children are developing a good understanding of mathematical concepts.
- Children are settled and happy and are making good progress towards the early learning goals. They are able to access and select from a wide variety of resources and equipment and are confident to extend their play. Children have good relationships with adults and their peers and their behaviour is good.
- Staff make good use of the local environment and people living in the local community, children learn about nature, weather, different places, cultures and festivals.
- Leadership and management of the nursery is good and there are clear policies and procedures for staff to follow. Professional development is valued and all staff have opportunities to access training.
- The staff welcome parental involvement in their child's progress and development and provide them with a wealth of information about the quality of the care and education provided. Parents are encouraged to help within the sessions and to share any skills they may have.

What needs to be improved?

- further opportunities for children to access and use information technology and electronic equipment, for example, using computer keyboards and programmable toys.

What has improved since the last inspection?

At the last inspection the following points for consideration were made:-

To improve the information available to parents about the quality of provision, information about the foundation stage and the progress made by their child.

An action plan has been implemented.

Parents and carers have further opportunities to comment and contribute to their child's learning i.e. fun packs including a home /nursery comments book, flashcards, books, games and information are sent home with children. Parents receive regular newsletters and are invited to parents evenings to discuss their child's progress towards the early learning goals and children's individual record files and craft work goes home to parents at the end of each term.

A parents notice board provides information relating to policies and procedures, funding for 3 and 4 year olds and the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled and well motivated to learn. Their behaviour is good and they understand what is expected of them. Most children are aware of what is right and wrong and play with other children sharing and taking turns. Staff offer children support and encourage them to build good relationships with adults and their peers. Most children are developing independence and self esteem, for example pouring drinks, selecting toys and resources and going to the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication is good, their vocabulary and language for thinking is developing well. They are good listeners, enjoy stories and group conversations. Staff provide a range of activities to introduce children to reading and writing, for example notebooks and envelopes in the role play area. Most children are able to recognise their names and are encouraged sign and label their own art work. They are able to select from a variety of written text, including magazines and reference books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a good understanding of number and staff are skilled at linking mathematical concepts to all areas of learning e.g. addition and subtraction during register time. Most children are able to count up to ten and recognise written numerals. They are introduced to sets, sequencing, weight and measuring through a variety of activities including, cooking and gardening.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff make good use of the local environment and plan activities to introduce children to nature, man made objects, different cultures, religions and cultures i.e. drawing maps, tasting different food and celebrating traditional festivals. Children's sense of time is developing and they are beginning to understand past, present and the future, i.e. days of the week, months and growth. Further opportunities to use information technology and electronic equipment could extend learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to develop fine motor and gross motor skills and their use of utensil, tools and resources is developing well. Older children display very good use of scissors, pencils, paint brushes, pedal bikes and throwing and catching equipment. Children display a good awareness of themselves and others and move around with control and developing co-ordination. They learn about the importance of good hygiene, healthy eating and how to dress at different times of the year.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy mark making and painting. They learn about colours, shapes, texture and materials during every day and adult led activities. They have opportunities to use their imagination when creating junk models, constructing buildings and creating displays for the walls. Plans show that children have regular access to musical instruments and they enjoy participating in music and movement. Role play is available every day and children work together to extend their play.

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:

- There were no significant weaknesses to report, but consideration should be given to improving the following:
- further development of opportunities to access and use information technology and electronic equipment.

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.