



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 142882**

**DfES Number: 510390**

### **INSPECTION DETAILS**

Inspection Date      12/05/2004  
Inspector Name      Brenda Joan Flewitt

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Sunnyside Nursery School  
Setting Address      Whitechurch Lane  
                                 Henstridge  
                                 Somerset  
                                 BA8 0PA

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Amanda Bakewell

## 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

Sunnyside Nursery School opened in 1988. It operates from a detached building, situated on the land behind the owner's house, in a quiet lane off the main road in Henstridge, Somerset. The accommodation consists of one main room, a smaller annexe, toilet area and kitchen. Children have the use of a large lawned area to the front of the building and an additional hard standing area to the side. Children attend from a radius of approximately 15 miles, and go on to attend a number of different schools.

The nursery is registered to provide 25 places for children aged 2 to 5 years. There are currently 29 on roll. This includes 4 funded 4year olds and 8 funded 3 year olds. There are no children attending with special educational needs. The nursery supports children who have English as an additional language.

The nursery opens five days a week during term time. Sessions run from 09:00 until 16:00, with care offered around these times by arrangement. Parents may choose from a morning or afternoon session with the option of lunch time, or a whole day.

Sunnyside Nursery School is run by a qualified teacher, supported by a team of four staff who hold relevant child care qualifications including NVQ 3 in Childcare and Education. The setting receives support from a Foundation Stage Advisor from the Early Years Development and Childcare Partnership as required.

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

### How effective is the nursery education?

Sunnyside Nursery School provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. The staff plan a range of interesting activities which help children progress through the stepping stones in all areas of learning. However, further consideration should be given to the presentation of some resources. Staff know the children well as individuals through small key worker groups, clear records of achievement, and positive conversation between the children and the adults who care for them. However some written plans are un-necessarily duplicated. The staff work well as a team. They use consistent, positive methods to encourage children to behave well. They present as good role models, encouraging children to respect others.

The leadership and management of the nursery school is very good. Staff have clear roles and responsibilities, the owner/supervisor is an experienced, qualified teacher, supported well by a small team of adults. Good communication leads to smoothly run sessions. The setting is committed to improving the provision. The supervisor attends training, workshops and meetings with other child care professions. She disseminates information effectively to the rest of the staff.

Partnerships with parents is very good. Parents are supplied with comprehensive information about the setting, and the foundation stage. The prospectus includes a large section about the curriculum, and the six areas of learning. Extra information is readily available near the entrance to the nursery. Parents have open access to the children's records of achievement, and they are encouraged to contribute to them with observations from home. Parents spend time talking to staff informally about their children on a daily basis.

### What is being done well?

- Children's personal, social and emotional development is very good. They enjoy good relationships with staff and their peers. They are confident, and well behaved. Staff use consistent, positive strategies to promote good behaviour and consideration for others.
- Staff plan a range of interesting activities that promote development through all areas of learning. They use everyday opportunities to encourage children's awareness of number, and understanding of the world around them.
- Staff create a friendly, environment for sharing information that supports children's learning. Parents are supplied with good information about the curriculum, they are encouraged to share information before and after sessions. Parents have free access to their child's records of achievement at any time.

- Staff's clear roles and responsibilities, together with effective communication contributes to good team work, and smoothly run sessions.

**What needs to be improved?**

- the effectiveness of planning for individual children
- the way books and dressing up clothes are presented.

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

Generally good progress has been made since the last inspection. The use of the climbing apparatus is appropriate. The small slide is available at all times, the larger equipment is now used during structured activities for the older children, in smaller groups, to encourage their development in co-ordinated movement.

The presentation of books still restricts children's free choice. Children cannot easily see the covers of the books which are stored in plastic boxes with only the spines visible, children do not always choose to look at books for themselves.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy good relationships with staff and each other. They are keen to participate in set, or chosen tasks. They behave well, learning what is expected of them and how to respect others. Children are confident to make their needs known to adults, who support them well in developing independence. Children are encouraged to select resources such as pens, paper and scissors for themselves. They are increasing their social and practical skills through everyday situations like snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to communicate. They confidently speak out in group situations, suggesting ideas like 'what is needed to make the seeds grow', they talk about events in their lives such as holidays. They often initiate conversations with adults and each other. Children are learning to recognise their written names at snack time and when labelling work. They are developing skills towards writing, by drawing recognisable pictures. Some children are beginning to form letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to use number in planned and everyday activities such as number songs, puzzles and games. They enjoy the circle time activity of counting children, handing out coloured cubes for each child, and calculating the number of boys and girls present. Snack time provides opportunities for children to solve number problems like how many cups or plates are needed. Children are beginning to recognise numerals through role play, the daily calendar and games like number lotto.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore using all their senses through activities such as cooking, art and craft. Experiences like planting seeds and monitoring their growth help children learn about changes in the natural world. They develop an awareness of time and place through themes such as 'holidays' and 'people who help us'. Visitors into the nursery help bring the topic to life. Children learn to operate a range of technical equipment including the computer. They are developing increasing mouse control.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move around with confidence both inside and outside, showing an awareness of others. They display control and co-ordination through activities like music and movement where they jump, stretch, and hop. They learn to respect personal space, particularly at circle time. Children develop skills in using large equipment like bats, balls and vehicles outside. They are supported by staff to use small tools effectively, such as scissors, pencils and cutters.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children learn about colour, texture and shape through planned and everyday activities like art, craft, and construction. They can confidently name a range of colours, and they explore changes in shade, and combinations through mixing paints. Children use their imagination well in art and craft activities. They express themselves through various forms of painting, collage, and modelling. Children's individual ideas make up a colourful display of kites completed during the topic of Kodomo-no-hi.

**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 are no significant weaknesses to report, but consideration should be given to the following:
- improving the presentation of books and dressing up clothes, to enable children to see the resources more easily, therefore encouraging spontaneous activities
- simplify the planning for individual children to avoid duplication, and to ensure that planned activities are adapted to each child's stage of development.

*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.*