

Anglia Sunshine Nurseries

Inspection report for early years provision

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EY405248

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Inspector

Lynn A Hartigan

Setting address

8 Warner Way, Chilton Industrial Estate, SUDBURY,
Suffolk, CO10 2GG

Telephone number

01787371797

Email

mail@angliasunshinenurseries.co.uk

Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Anglia Sunshine Nurseries is privately owned and was registered in 2003. It operates from a large converted factory unit in Sudbury, Suffolk. Children have access to a secure enclosed outdoor play area. A maximum of 93 children in the early years age range may attend the nursery at any one time. There are currently 83 children aged from six months to under five on roll.

The nursery opens each weekday, 51 weeks a year, from 8.00am until 6.00pm. An 'Early Bird' session is available from 7.00am if required. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

There are 24 members of staff, including the manager, who work directly with the children. Of these, 21 hold appropriate early years qualifications. Five staff are currently working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This setting is outstanding and ensures children progress exceptionally well through the Early Years Foundation Stage. The provision for the children's emotional well-being is also excellent. Children are exceptionally happy and settled as a dedicated staff team ensure their individual needs are supported to a high standard. Excellent opportunities are in place to communicate with parents and effective partnerships enhance the children's time at the nursery. Staff value children's uniqueness and great emphasis is given to inclusion to ensure their individual needs are supported. Excellent systems are in place for self-evaluation that include children, parents and all staff, although the impact on children is not always recorded.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop self-evaluation to ensure it clearly identifies future improvements in practice and the impact on outcomes for children.

The effectiveness of leadership and management of the early years provision

The manager and her team are completely dedicated to providing high quality childcare and education and they strive for excellence. All staff 'ooze' enthusiasm and are effective in implementing new ideas to further develop the nursery. Robust

policies and procedures underpin the settings practices. These are displayed around the nursery, detailed within the prospectus for parents, and are readily available within the extensive operational plan. Staff consistently work hard to ensure communication systems for parents are varied and accessible. Staff comment that their relationships with parents have flourished and that they are now more involved in their children's development and learning. Written and spoken references from parents indicate that they are extremely happy with every aspect of the care offered to their children.

Staff are friendly and approachable and speak intuitively of children in their care. They chat to parents on a daily basis and provide daily diaries for younger children. The children's developmental records are readily available to parents on request. These are sent home regularly and parents are invited to comment and contribute towards their child's next steps. To accommodate working parents, open mornings are arranged at weekends. They are invited to attend and use the resources and activities that are available to their children, whilst staff explain the value of learning through play. 'All About Me' booklets are completed with parents when children first attend and this is an excellent opportunity for parents to share information that is exclusive to their children, enabling staff to support them and ease their transition from home to nursery. Parents and children are invited to bring in news and photographs of their children's achievements at home and these are displayed on the nursery's 'wow' board.

Thorough procedures are in place for recruitment, induction and appraisals. Training is positively encouraged and supported and all staff speak of feeling valued and able to contribute to the development of the setting. An excellent safeguarding policy is clearly understood by all staff members and ensures children's well-being is never compromised. Regular and ongoing training with regard to safeguarding enables staff to be fully up-to-date with legislation. Robust procedures with regard to security are adhered to. For example, a fingerprint security system is in place for parents and staff. Visitors are required to sign a visitors book and they are introduced to the children. Efficient fire evacuation procedures ensure children's safety is paramount. Comprehensive and meaningful risk assessments that are regularly reviewed ensure the environment and activities both indoors and outdoors remain safe for children. Children learn about keeping themselves safe through activities and visitors to the setting, such as, the fire brigade. They are gently reminded by staff not to throw toys as they may harm themselves or someone else and suggestions are made of a better way to play.

Extensive and continuous evaluation of the provision enables the management and staff to identify good practice and areas for improvement. All rooms have very detailed actions plans for areas to develop. The manager and her team are dedicated to providing a quality service and they have strong links with outside agencies, such as, the Early Years consultant team, area SENCO, inclusion officer and the Early Years support teacher. A very good, written self-evaluation is readily available and regularly reviewed, however, the impact and outcomes for children are not always identified.

The staff strive to improve relationships with schools in the area to ensure that the transition from nursery to school is a positive experience for children. Reception

teachers are invited to visit the nursery. Staff visit schools where children may attend and they take photographs of the playground and classrooms and make books so that children can familiarise themselves with the environment.

The quality and standards of the early years provision and outcomes for children

Children are able to play in bright, clean and exceptionally welcoming playrooms. The whole environment is child-centred and child-friendly; as a result children happily leave their parents and engage in activities of their choice. All rooms offer excellent resources that are easily accessible, enabling children to self-select. There are defined areas within the rooms, such as, creative areas, cosy sensory and book areas. Problem solving, reasoning and numeracy areas are popular and well used. Children's learning around mathematics is promoted exceptionally well and is a strength of this setting. Ample opportunities are available to the children for mark making and to express their creativity. Children have great fun writing letters, making models from junk and construction. Babies squeal with delight when touching the play foam and have great fun sitting in the sand feeling the texture. Babies are taught Makaton and are able to communicate saying please and thank you. It is a delight to watch the babies playing, happily moving from one activity to another.

All staff have a sound understanding of child development and how children learn. Children are provided with an extensive range of play and learning opportunities as staff use their knowledge to support the children's ideas and interests. Relaxing but stimulating areas are available in all rooms where children can rest. Mobiles, soothing lights and cosy cushions are inviting to children. The use of treasure baskets, story sacks and natural materials are encouraged throughout the nursery and children thoroughly enjoy these opportunities. Children enjoy making apple crumble to take home. They collect and wash the apples from the nursery garden, are skilful when cutting the apples into slices, and enjoy making the crumble mix.

Children relish their time at nursery and there is a very happy and calm atmosphere as a result of the staff's commitment and dedication to the children. Children's behaviour throughout the nursery is very good. Staff are excellent role models and speak to the children with respect and at their level of understanding. Children can confidently tell you about the 'Gruffalo' rules for kindness and they hug their friends and say sorry spontaneously if they think they have upset them.

Children's health and welfare is promoted exceptionally well. They are able to access drinks throughout the day. Babies and young children are offered appropriate drinking cups and their individual routines with regard to sleeping and meals are supported well. They make early attempts at feeding as they are offered spoons and enjoy spaghetti bolognese and vegetables. Every child is able to complete their meal at their own pace. Individual dietary needs and allergies are catered for extremely well as the strategies in place ensure these are met. The nursery cook is enthusiastic and efficient and talks intuitively about the children she prepares meals for.

Children grow their own vegetables, such as potatoes, and enjoy eating these for lunch. Independence is encouraged and children are supported to visit the bathroom alone however, a staff member is always on hand should a child need help. Prompt photos and posters remind children to wash. As a result children become confident and independent and have good self-esteem. Children learn about keeping themselves healthy through arranged visitors to the nursery, for example, a dental nurse who explains about the importance of cleaning teeth in a fun and exciting way using puppets.

The nursery has recently installed a chair lift to ensure all children, parents and visitors can access all the rooms within the setting and ensures inclusion. The nursery has an informative equal opportunities and diversity policy that supports their practice. Information is translated into different languages when necessary. Text in different languages is displayed throughout the building. Children learn about, and celebrate, different cultures and traditional days as these are incorporated within the planning. This enables children to have a good understanding of the wider world and embrace differences. Some excellent toys and resources that represent diversity are available to the children.

Due to the design of the building, each room has an allocated time for outdoor play. This is with the exception of the baby room, where babies enjoy free-flow from indoors to outdoors. Staff are able to take individual children outdoors on request or to complete a task. The outdoor play space is exciting and fun for children. All six areas of learning are supported within the outdoor environment. A superb story area is popular and is well-resourced and a large wooden chair is available for the storyteller. Children are able to enjoy outdoor play all year round as this is positively encouraged.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met