

Sunnyfield Kindergarten

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Sunnyfields Kindergarten was registered in 1984 and re-registered in 2010. The provision operates from the local Catholic Church Hall. The setting is open Monday to Friday from 9am until 12am. The facility is registered to provide care for a maximum of 24 children in the early years age range. There are currently 24 children from two to under five years on roll. The setting is registered on the Early Years Register. There are eight members of staff, five of these have appropriate qualification to at least National Vocational Qualification level 2, and of these 3 have a relevant level 3 qualification. One member of staff has Qualified Teaching Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because staff work well with parents to ensure children's individual needs are met. Staff have an up-to-date knowledge of safeguarding and know how to protect children from harm. Children make good progress towards the early learning goals; systems for observation, assessment and planning are evolving and activities meet children's individual learning needs. Staff have a good understanding of the priorities for improvement and have implemented an effective system to evaluate and reflect on the quality of provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the complaints procedure with the new contact details of the regulator
- improve systems for planning to fully meet children's individual learning needs
- develop links with other providers to ensure continuity of care, learning and development for all children.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures ensure that staff who work with the children are safe and suitable to do so. Staff have attended relevant training and know what action to take in the event of allegations of child abuse. Written risk assessments and daily checks ensure hazards are identified and minimised. Staff help children learn to keep themselves safe, for example, as they reinforce safety around the setting, such as, not running indoors. Required documentation is in place and a good range of policies and procedures are shared with parents. However, the contact details of the regulator have not been updated, which does not ensure

parents have the correct contact details of the regulator if they need to make a complaint.

The setting works well with parents to ensure children's individual needs are met. Settling in visits give parents time to become familiar with the setting and enable children to feel safe and comfortable with their key person. Flexible sessions help to meet the needs of working parents. Parents are well informed of their children's learning and development through the use of the observation files and conversations with staff. The setting is starting to build suitable links with other providers such as some of the local nursery schools to promote continuity of care. However, these links are not fully developed to ensure continuity of learning and development for all children. Although there are no children currently on roll with special educational needs and/or disabilities there are good systems in place to support them. There are a good range of resources and the setting celebrates a range of festivals to develop children's awareness of other cultures.

Staff demonstrate an enthusiasm for their work and are developing their ideas for the future. There is a commitment to professional development for staff so they have opportunities to improve their knowledge and increase their skills, which helps to improve the outcomes for children. Staff show a good understanding of the priorities for improvements and clear action plans are in place. Staff are deployed efficiently to ensure children are safe and well cared for. Resources are good, fit for purpose and support children's learning and development very well.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage, which enables children to make good progress overall. Systems for observations and assessment are in place, although, planning is not yet fully personalised for the individual learning needs of the children. However, staff are working with the local authority advisors and other settings to hone their skills. In addition, they know the children well, which ensures activities challenge and promote children's learning very well.

Children enjoy a range of craft activities using a variety of materials such as paint, boxes and glue. They develop their small muscles using dough, and explore water, sand and paint. All children have access to a wide variety of mark-making resources and particularly enjoy using paints in the outdoor area. Children show they are happy and confident and engage with adults readily. Older children in particular chatter willingly with adults and each other and show that they are confident communicators. Children are well behaved and interested in their learning, as staff provide lots of positive praise and encouragement. The 'star' system encourages parents to share children's achievements at home. This helps to link learning between the setting and home.

Hygiene in the setting is promoted well. Staff complete daily checks to ensure that resources and furniture are clean and safe. Children show a clear understanding of the importance of washing their hands prior to eating or after using the toilet

because staff provide consistent guidance. Fresh drinking water is freely available and children confidently pour their own drinks. This helps to develop their independence whilst keeping them hydrated. Children are developing their understanding of dangers and how to keep themselves safe. For example, they regularly take part in fire evacuation drills and talk about safety around the setting.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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