

Sunnyside

Inspection report for early years provision

Unique reference number

138203

Inspection date

05/07/2011

Inspector

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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*.

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

Sunnyside Nursery has been registered since 1970. It is situated in a Territorial Army building close to South Wimbledon tube station. The nursery uses the lobby and large hall with kitchen and toilet facilities. Children have access to a secure enclosed outside play area. The nursery opens each week day from 9.00am to 1.00pm for 44 weeks a year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend any one time, of these 26 may be in the early years age group. There are currently 24 children aged from two to under five years on roll. The nursery receives funding for nursery education for children aged two, three and four years. Children come from the local and wider catchment areas. The nursery supports children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery provides wrap around care for a number of children attending schools in the local area.

The nursery employs eight members of staff. Of these, four hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy their time in the welcoming and inclusive environment. Staff provide a wide range of play and learning opportunities tailored to their individual needs and interests. They separate well from their carers and are keen and motivated in their learning. Consequently, they are making good progress in all areas of their learning. There are good systems in place to monitor and evaluate the provision including successfully addressing the recommendations from the last inspection. Staff, parents and children are involved in the decision-making which enables them to make continuous improvement.

What steps need to be taken to improve provision further?

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

- consider staff deployment to ensure that all children are effectively challenged at all times to maximise their learning opportunities.

The effectiveness of leadership and management of the early years provision

Staff demonstrate clear and secure knowledge of the policies and procedures to follow in the event of a concern regarding a child's welfare. Documentation is in place to support this process if the need arises. Detailed risk assessments are reviewed on a regular basis and daily safety checks enable staff to provide a safe and secure environment where children can move around freely and safely. Good systems are in place to recruit and vet new staff and the comprehensive induction and annual appraisals ensure that they are suitable and clear on their roles and responsibilities.

Resources are deployed effectively to meet the needs of the children. Staff work hard to create a stimulating environment where children can access a wide range of resources. At times the noise level of the children playing can become quite loud, due to the acoustics of the building. The outside area is used well to create different learning opportunities and children are confident to move from the indoor to the outdoor depending on what they would like to play with. There is a good range of resources promoting diversity and encouraging children to value and respect others. Children with additional needs are well supported. They benefit from one-to-one support enabling them to reach their full potential.

There are good systems in place to monitor and evaluate the provision. These include completing the Ofsted self-evaluation form, enabling them to critically evaluate their service. Regular visits from the early years provide them with opportunities to discuss new initiatives such as Every Child a Talker, which are then successfully implemented to improve outcomes for children. All staff and parents are encouraged to be involved in sharing their views and ideas.

Highly effective partnerships are developed with parents and carers. They are provided with good quality information and excellent opportunities to be fully involved in their child's learning and discuss their child's progress. Parents are encouraged to spend time sharing their skills with all the children. For example, during different festivals parents come in traditional costume and bring different foods for the children to try. Staff work extremely closely with other early years settings and professionals to ensure children are successfully supported in their play and learning.

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

Children are eager to come into the setting and quickly become involved in a broad range of activities. Their creative and imaginative skills are developing well as they become involved in the well resourced role-play area. Children pretend to iron the dressing up clothes and act out familiar roles. Their individual needs and interests are supported most of the time. For example, a member of staff notices one of the

younger children are finding it difficult to listen to the story. She sits with them on a one-to-one basis looking at the story in picture form and encouraging them to help her tell the story. As a result all children have the opportunity to develop their language and listening skills using different resources. Children thoroughly enjoy playing with malleable rainbow coloured material. They mould it into different shapes and models. A child excitedly tells the visiting adult, 'I've made a turtle, can you make one?', another child asks a member of staff if they can help them make a ball. The member of staff encourages the child to work together with another child, who demonstrates how to make a ball rolling it round on the table with your hands. Children clearly know the routine and a picture timeline helps the younger children to recognise what they are going to do next. They enjoy turning over the various signs once they have completed their task. Children's physical skills are developing well. Activities such as balancing, running and jumping encourage the children to recognise how their bodies change when they exercise. A child comments about their heart is going fast. They recognise when they stop and sit down it slows down again. These activities are successfully adapted for the younger children to ensure they participate at their own level. Children enjoy taking photographs using the digital camera proudly showing staff their pictures.

Staff demonstrate good knowledge of the early years foundation stage framework. They complete regular observations, both spontaneous and focused, to enable them to gain a good understanding of children's individual progress. Photographs and information from home provides additional ways to assess children's progress. Staff generally promote children's learning through open-ended questioning. For example, a member of staff asks children what happens if I push my finger through the dough. Several children reply 'it's a hole', the member of staff asks them what could we do to make the hole go away. A child plugs the hole with some of their dough. However at other times staff do not notice when children require support in developing their skills to fully promote their learning.

Children follow good hygiene routines and benefit from healthy snacks. Water is available if they are thirsty. Children learn about safety and demonstrate good awareness of keeping themselves safe. A member of staff gently reminds a younger child to not to climb on the chair because they may fall and hurt themselves. Children are keen to help tidy up recognising when there are lots of toys on the floor they may fall and hurt themselves. Children's behaviour is good given their age and stage of development. They cooperate well in their play and benefit from the staff being positive role models and praising their achievements.

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	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	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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Annex B: the Childcare Register

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

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