

Kendray & Worsbrough Sure Start Sunnybank Children's Centre

Inspection report for early years provision

Unique reference number	EY310670
Inspection date	16/08/2011
Inspector	Carol-Anne Shaw
Setting address	Sunnybank Childrens Centre, Overdale Avenue, Worsbrough, Barnsley, South Yorkshire, S70 4BD
Telephone number	01226 294604
Email	
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

Sunny Bank Children's Centre nursery was registered in 2006. Governance is provided by the local authority with an advisory board. The nursery is located in a purpose-built Children's Centre situated in the Bank End area of Barnsley. It is open plan, divided into separate areas for the ages of the children attending, with a separate sleep room and other ancillary areas. Children access enclosed outdoor play areas.

The provision is registered on the Early Years Register for a maximum of 33 children under five years at any one time. There are currently 52 children in the early years age range on roll. The nursery is open each week day from 8am to 6pm. Children come from the local and wider areas and attend for a variety of sessions. There are strategies in place to support children with special educational needs and/or disabilities, and children who have English as an additional language.

There are 13 members of staff employed, including the manager, who work directly with the children. All members of staff hold appropriate early years qualifications to at least level 3 and a number have degrees and Early Years Professional Status or Qualified Teacher Status. The setting provides funded early education for children who meet the criteria.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning is effectively promoted by the knowledgeable staff team who provide an enabling, child friendly environment for them to play and learn. The staff team have a comprehensive understanding of the Early Years Foundation Stage to enable them to support children's individual needs. Ongoing continuous improvements support outcomes for children. The monitoring systems link to the action plan for further improvements. The excellent partnerships with parents are in place help to provide continuity of care for all children. Children's welfare is given high priority and children are fully safeguarded.

What steps need to be taken to improve provision further?

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

- promote further diversity and differences within the setting, so all children learn to value different aspects of their own and other people's lives, ensuring home language is valued
- complete the action plans that the monitoring systems have highlighted, to further develop the welfare and learning to promote better outcomes for children.

The effectiveness of leadership and management of the early years provision

A high priority is given to safeguarding children through the staff team's excellent knowledge of working within the child protection legislation. There are effective recruitment and vetting procedures to ensure that all staff are suitable to work in the nursery. Relevant background checks are undertaken and all staff ensure that any unvetted person is never left alone with children. Children are protected from harm through comprehensive and effective risk assessments identifying and minimising potential dangers on the premises and outings. Their safety is further enhanced by all visitors to the building being carefully screened and being asked to sign in and out using the visitor's book. Staffing levels exceed the minimum requirements to ensure that children's safety and welfare is fully promoted at all times. Close partnership working with other professionals and schools also supports children and families.

The manager and the staff team fully promote children's welfare and help them to make good progress in their learning and development. They are effective in supporting children to make good progress in their personal, social and emotional development and in progressing children's understanding in problem-solving, reasoning and numeracy. The nursery is fully inclusive and has a special educational needs coordinator who has established effective links with external agencies to ensure that any children with learning difficulties or disabilities receives the required individual support tailored to their needs. There is outstanding work completed to involve parents, carers and others in each child's progress by exchanging comprehensive information supporting children's care, learning and development needs. Partnerships with other providers delivering the Early Years Foundation Stage are fully supported, ensuring that when children transfer to school there is progression in children's learning. The staff promote children's developing awareness and understanding of people's differences by providing opportunities for them to explore and celebrate their own and other cultures and beliefs. However, there are limited opportunities available for children to freely access activities that support their understanding of the diversity of people living in the local and wider community.

Confidentially stored written records promote children's welfare in line with requirements. The staff complete paediatric first aid training to enable them to care appropriately for children in the event of accidents or illnesses. The required staff ratios are well met and registers are maintained for children and staff to ensure that everyone can be safely accounted for at all times.

All of the staff team hold recognised early years qualifications. They remain committed to further development in their knowledge by attending additional training to ensure further improvements to the children's learning environment. The nursery is effectively organised, allowing children to freely access the outside play area. Staff deployment responds to the flow and movement of children between indoor and outdoors. Confident children move around the premises, spending part of each session in varied activities, supporting their learning and development. There is an outstanding range of quality resources available which

are very effectively organised to provide a fully enabling learning environment. Children freely access, allowing them to problem solve and experiment in all areas of learning. Children make choices following their individual interests, both indoors and outside.

Self-evaluation is identifying the setting's strengths and areas for further development to enable the manager and staff to support continuous improvements for the benefit of children. The free access to the outdoor play space has been improved, and improvement is shown in the learning outcomes for all children. Consequently, those in charge of the setting are able to demonstrate how they have made ongoing improvements to the provision to support children's learning and safety since the last inspection. The monitoring systems in place are effective in showing the staff what they are accomplishing. This accurately targets areas for further development and is used to inform their continuing action plan. The areas they have identified link with the areas the inspection highlighted for improvement. For example, there are limited activities outside that support children gardening and growing, and further development is required for the assessment for numeracy.

The partnership with parents is outstanding. The systems in place ensure that they are extremely well informed about what is happening in the nursery. They receive an informative welcome pack prior to their children being received into the setting. The staff team help parents and carers to support their children's learning, through completing and sharing the comprehensive learning journal and discussing children's learning and targeted next steps. They provide training for parents, with language and number development packs they can use at home. The onsite book library supports parents reading with their children. Through discussion with a number of parents, they all expressed how well the staff team support their child's learning and development and how the children enjoy attending the nursery. Parents use the nursery staff for advice in any childcare problems. There are close links with the local primary schools, assisting children's transition into full-time education.

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

The staff team continually progress their knowledge and understanding of how children progress in the different areas of learning through attending ongoing training. This enables them to plan and deliver interesting and challenging activities based on the six areas of learning. Confident, happy children enjoy their time, playing in a safe and secure environment with staff and their peers. The staff are excellent at asking questions that make children think about how they are doing things. All children are making good progress towards their early learning goals in all areas taking into account their starting points. The staff's continuous approach to observations and assessments enable them to inform the planning cycle for individual children's possible next steps of learning. The observations are systematic in covering all areas of learning equally and completed to a high standard.

The fully enabling environment provides all children with wide-ranging, worthwhile activities to support and help them to make sense of the world around them. They can confidently describe the weather and different methods of transport they have seen and used. The interaction with staff and daily routines help children to be secure and confident when moving around the setting. Everyday activities and clear boundaries enable them to feel safe, for example, they know not to run indoors and learn from a young age how to use the equipment in a safe way. The activities are organised so all children can participate at their level of understanding and ability, ensuring the setting is fully inclusive. Children's behaviour is good. They discuss the golden rules at the beginning of the sessions and sensitively support the younger children to follow them.

Children engage in a wide variety of indoor and outdoor physical activities to help their understanding of keeping healthy, with the physical activities contributing to their health. They learn why they need to clean their teeth and independently use their toothbrush, developing independence. At snack time the children eat healthy options of fruit, and drink milk or water, promoting healthy eating. Mealtimes are a social occasion where the children come together in the cafe area. They sit together at small tables with staff, the children serve the food and eat well. The nursery provides a good range of healthy meals cooked on the premises from fresh ingredients. On the day of the inspection the children enjoyed cottage pie with hidden vegetables, separate carrots and broccoli, followed by rice pudding and strawberries. All children enjoy their food and become very independent in feeding themselves, younger children's food is prepared to meet their development stage.

The nursery is effectively organised in all sections. In the baby section there is good space for small groups of children to work independently at their level. They freely access a wide range of natural resources. The staff team are very effective in promoting a holistic approach, so children experience many activities supporting all round development. Younger children eat rest and sleep to their own routines. They are growing in confidence in their own area and enjoy meeting up with the other children at lunch time.

Children are able to work independently, as well as cooperating with each other. They behave well, demonstrating kindness towards others, taking turns and sharing resources. Throughout their time in the nursery, there are many worthwhile mathematical activities that enable them to explore numbers and shapes. They are developing their communication and literacy skills by talking about their ideas, joining in role play activities at the home area, sharing books and enjoying mark making. The children link language with pictures and effective systems are in place to develop their awareness of language and writing for a purpose.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	1
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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