

# Sunshine Nursery

Inspection report for early years provision

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**Unique reference number**

EY293678

**Inspection date**

21/11/2011

**Inspector**

Jan Healy

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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**

Sunshine Nursery is located in the Chadderton area of Oldham. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open 50 weeks of the year from 8.30am to 3.30pm Monday to Friday.

The nursery is registered to care for a maximum of 30 children in the early years age range. Currently, there are 55 children on roll. The nursery supports children who have special educational needs and/or disabilities, as well as those who speak English as an additional language. There are eight staff and two volunteers who work with the children, three of whom hold a level 3 qualification, two hold a level 4 and one holds a level 5. One member of staff is working towards a level 6 qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good progress in their learning and development, due to the staff meeting the children's individual needs. The environment is stimulating and encourages curiosity and imagination. Staff place strong emphasis on safeguarding to ensure the children's welfare and happiness. Effective precautions are taken to keep the children safe and to enhance their understanding about danger. Children have efficient opportunities to learn about healthy living. Equality and diversity is promoted and a comprehensive method of self-evaluation aids the staff to continually improve. The effectiveness of partnerships is excellent and engagement with parents is positive.

## **What steps need to be taken to improve provision further?**

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

- develop further the children's understanding about healthy eating, for example, in the planting and growing of vegetables.

## **The effectiveness of leadership and management of the early years provision**

The arrangements for safeguarding the children are robust, regularly reviewed, carefully managed and are understood by the staff. Effective procedures are in place for the identifying of any child at risk of harm, due to the staff sharing a strong relationship with appropriate child agencies. A thorough recruitment plan ensures the staff are suitable to work with young children. Comprehensive risk assessments help to identify any hazards which are minimised.

Management successfully inspire the staff, contributing in them bringing fresh and

exciting ideas to the nursery. Morale is high, which has a positive effect on the children's feeling of contentment and security. An effective method of self-evaluation help to continually drive improvement, with the parents and children contributing their views and opinions. Resources are of high quality and are used and managed effectively both indoors and outdoors. They are stored within the children's reach, enabling them to self-select items of their choice. Children are taught about the importance of sustainability and are encouraged to recycle, for instance, cereal boxes which they use to create three dimensional models. The staff actively promote equality of opportunity as they encourage all the children to participate in all activities available. A wide range of resources reflect positive images of diversity, including dressing-up clothes, dolls and jigsaws. Children are taught to value each other and to respect similarities and differences.

Partnerships with parents is positive. Parents speak enthusiastically about their children's learning journals and they are encouraged to continue children's learning at home, although they currently do not share their talents or skills with the children when in the nursery. High quality information keep the parents informed about forthcoming events and the staff always make themselves available to chat about the children's progress. The staff are highly committed to working in partnership with others and take a lead role in establishing effective working relationships for the benefit of the children. An outstanding partnership is shared with the local school with the children having the benefit of accessing their outdoor play area and in visiting the teachers to aid transition. The staff have an excellent relationship with the local children's centre, where the children visit and join in with team games. Staff are dynamic and are highly motivated in working with outside agencies to secure help and support for children who have a special educational need and/or disability.

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

The children are content and are making good progress in their learning and development, as the staff have strong knowledge about how young children learn. They gain information through a good partnership with parents to identify each child's individual needs. This enables the staff to plan a thorough and challenging range of activities that entice the children's curiosity. Many play opportunities are enjoyed by the children, evident as they proudly show visitors how they care for birds during the winter months, as they make them food which they hang on a tree. They count with confidence and write for a purpose. They like to dig and look closely at the insects they find. They ask questions which the staff answer in language that is easily understood. They notice the changes in patterns and talk about events that are important to them, such as how they rescued a goose. They make a positive contribution to the nursery, such as helping to tidy away their toys after play. Whilst also making a positive contribution to their community, such as collecting blankets for 'dogs in need'. They are developing their skills for the future, as they make use of modern technology with confidence, such as a CD player.

The children are learning to adopt a healthy lifestyle, as the staff teach them about

the benefits healthy foods have on their bodies. Although there are few activities to further their understanding about healthy eating, for example, in the planting and cultivating of vegetables. They eat their lunch together which not only makes for a sociable occasion, but the staff also take this opportunity to discuss the importance of caring for their teeth. Effective personal hygiene routines help to prevent the spread of infection. A water fountain is readily available which the children help themselves to. Physical exercise is taken in the outdoor play area irrespective of the weather. The staff teach the children about the benefits of exercise and they proudly display their balancing skills as well as climbing with confidence.

Children arrive happily, as they are secure and share a warm relationship with the staff as well as their friends. They are confident due to the quality interaction they receive from the staff. They behave in ways that are safe for themselves and others, as there are agreed rules which they abide by. They demonstrate their understanding of danger when playing on wheeled toys in the garden, as they avoid bumping into each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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