

Sunshine Nursery School Ltd

Inspection report for early years provision

Unique reference number	EY343935
Inspection date	13/12/2011
Inspector	Eileen Grimes
Setting address	2 Gisbourne House, Buxton Road, Whaley Bridge, HIGH PEAK, Derbyshire, SK23 7HU
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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 School Ltd was registered in 2007. It operates from self-contained premises on the first floor above retail and commercial premises in the Whaley Bridge area of Derbyshire. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back of the building available for outdoor play. The provision is open Monday 9am to 1pm and Tuesday to Friday from 9am to 4pm with early bird sessions from 8.30am and until 4.30pm by arrangement term time only.

A maximum of 30 children may attend the provision at any one time. The provision also offers care to children aged up to eight years. There are currently 53 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ nine members of childcare staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An excellent knowledge and understanding of each child's needs ensures that staff are very successful in promoting children's welfare and learning. Children are safe and secure, enjoying their time in the nursery, learning about the world around them in practical ways with sensitive support from staff. There are strong and highly respectful partnerships with parents and carers ensuring that the needs of all children are met, along with any additional support needs. As a result, children are progressing exceptionally well. There is a very strong drive towards further improvement and the process of evaluating the quality of the provision, which has a highly positive impact on the outcomes for children.

What steps need to be taken to improve provision further?

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

- developing further opportunities for professional development for staff.

The effectiveness of leadership and management of the early years provision

Children's welfare and well-being are exceptionally well promoted as the setting has robust procedures in place for safeguarding children. All staff have an extremely sound knowledge of child protection issues. Robust and rigorous procedures are in place for recruitment of staff. Regular staff appraisals are carried

out by the manager to assess ongoing skills and identify training needs. However, consideration should be given to identifying professional development. Detailed risk assessments are conducted both on and off the premises, identifying potential hazards and minimising risks to children. There is a comprehensive range of policies and procedures in place to support the work of the group. These are reviewed at staff meetings, so they are all aware of the setting's practices as they develop.

The environment, both indoors and outside, is organised flexibly and creatively. Children can choose to access areas and resources offering different activities to extend their play and develop their independence. Children are cared for by qualified and experienced staff who are well deployed, so that they receive excellent adult support at all times. The manager and her team of well-qualified, experienced and highly motivated staff demonstrate an enthusiasm for the work, with a clear commitment to promoting outcomes for children. The process for evaluating the quality of the provision and its impact on children's progress is extremely effective. This is an ongoing document and is reviewed and updated, with staff, parents and children contributing to the assessment. This document clearly demonstrates how the nursery has addressed recommendations raised at the last inspection. A further vision regarding the working with the local park ranger demonstrates how the setting is keen to drive future improvement, extending learning and development opportunities for all children.

Staff have developed exceptionally good relationships with parents based on a mutual respect and understanding. This ensures that effective exchanges of information take place for every child, in order to meet specific needs and comply with parents' wishes. They are exceptionally well informed of their children's progress and activities through the extensive information in the entrance hall, termly meeting with the children's key worker and daily discussion with staff. Parents' questionnaires and comment reflect the 'phenomenal' care their children receive and reiterate high regard they place on the whole setting. Arrangements for children with special education needs and/or disabilities and English as an additional language are extremely well established. The setting is highly inclusive, so every child can access all parts of the provision and staff are highly skilled at ensuring communication with parents is promoted. The partnerships with other providers involved in the delivery of the Early Years Foundation Stage are extremely well established. Based on meticulous attention to supporting children's progress, either through liaison with other carers, such as childminders or supporting children with transition to school.

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

Children are extremely happy, confident and enthusiastic to learn in the welcoming, bright environment. They have fun as they eagerly choose activities and learn to make their own decisions. The development of children's independence and promotion of active learning are key strengths throughout the nursery. Resources are thoughtfully stored for children and small steps in learning

are encouraged in self-help skills, such as dressing and toileting. For example, children access their own coats. Areas of continuous provision, in the indoor and outdoor environment, provide a dynamic range of inviting opportunities for children across the age ranges. Children are offered exciting challenges to extend their experiences with time to explore, practise and apply their learning. Staff support children sensitively and provide explanations to make children think, as they work alongside them and extend learning. This helps children to acquire new skills and confidence to try new experiences. The development of children's language and communication skills are given a high priority. Children join in singing and music activities with enthusiasm, as they share lively songs and actions. Children develop an enthusiasm for reading, they enjoy time sitting with staff listening to stories. All staff and children are able to communicate extremely effectively through the use of sign language. This helps children overcome any insecurities and encourages a broad range of communication techniques.

Children's individual starting points are informally discussed by parents and the keyworker during the settling-in period. Detailed care plans are established to form a shared baseline for children's learning. There is a robust system in place for tracking children to ensure they are making sound progress through the early learning goals. Each key worker takes responsibility for assessing and planning for their key children. This ensures continuity that children's preferences and interests are identified to inform future planning and identifies the next steps in learning for each child. Children's individual progress towards the early learning goals is recorded in their learning journey, with observations, photographs and art examples. An excellent balance of adult-led and child-initiated opportunities are provided. Focus activities are recorded and evaluated to inform future practice. Planning is also based on topics, such as, animals, winter and Christmas. Staff are highly innovative in developing ways for children to develop various skills, such as 'santa's grotto' to develop social skills and extend to cutting and wrapping presents.

Changes in the seasons and different cultural festivals are celebrated throughout the year. Resource boxes and changing role play areas develop children's awareness and respect for similarities and differences in people's lives as they learn about the wider world. The setting has recently twinned with a nursery in Gambia. This contact allows children to watch and take an active role in events in their lives, as they posted pumpkin seeds to them to grow. The effective use of photographs and other communication enable children to develop this understanding. A very positive attitude towards sustainability is actively promoted when children are encouraged to recycle items, collect food waste for the compost barrel and collect rain water in the covered water butt.

A healthy lifestyle is strongly promoted. The flow of activities between the indoor and outdoor environments ensure that children benefit from regular exercise and fresh air throughout the year. Staff plan exceptionally well for outdoor play. The excellent use of space and resources ensures that children's learning is extended within this area. Good hygiene practices are actively promoted and children learn why they need to wash their hands and drink fluids regularly.

Children are encouraged to consider and recognise potential risks and dangers as

they gradually accept responsibility for their own safety. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership as they work collaboratively to plan an outcome to allow everyone the opportunity to use a game. Children are encouraged to develop skills for their future well-being as they learn to solve problems together and understand technology. All children confidently activate programmes on a computer and take photographs with a digital camera. Children are exceptionally well-behaved as they happily share, take turns and play together cooperatively.

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

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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

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