

Sunningdale Day Nursery

Inspection report for early years provision

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EY350857

Inspection date

13/02/2012

Inspector

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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

Sunningdale Day Nursery was registered in May 2007 and is owned and managed by Bambinos Ltd, a company that has five other settings in the Plymouth area. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 62 children may attend the nursery at any one time, all of who may be in the early years age range. Of these, 18 may be under two years. There are currently 47 children on roll. The nursery receives funding for three- and four-year-olds.

The nursery operates from a four storey, listed grade two building in Tavistock and all children share access to an enclosed outdoor play area. The nursery opens five days a week, from 7am to 6pm for 51 weeks of the year.

A team of 11 staff support the provision, 10 of whom are qualified to a minimum of NVQ level two or above. The setting is further supported by a management team from the organisation, which includes a qualified teacher, advisers and the proprietors, who are qualified to degree level. The setting is also supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and make good progress in their learning and development.

Staff work well in partnership with parents but have yet to develop strong partnerships with other settings children attend. Good security systems are in place to protect and maintain children's safety. Children have regular access to play outdoors, which, overall, has a good range of resources and activities. The management and staff show a good commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on who conducted it.
(Documentation)
- 14/03/2012

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

- develop the outdoor area further, so that it is resourced to better support babies and younger children
- extend the links between all the settings children attend so that there is effective two-way sharing of information and continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound understanding of their roles and responsibilities, should they have concerns about children in their care. Relevant checks are in place which ensure staff are and remain suitable to work with children. Staff are vigilant to ensure children are well supervised and protected when unvetted persons are in the building. The recording of visitors, restriction of the use of laptops to the office area and closed-circuit television monitors in all rooms, provides further measures for protecting children. The nursery reviews and updates their range of policies and procedures, all of which are readily accessible to parents in the areas outside the dedicated rooms. In addition, the nursery focuses staff and parents' attention to the policy of the month. Written risk assessments are completed every six months; however, the current documentation does not make it clear who conducted these and when. Visual checks occur on a daily basis. Regular fire evacuations provide opportunities for children to learn about fire safety and how to keep safe in an emergency situation.

The nursery has three dedicated age groups; each group has their own level within the three storey building. Each area is well organised and resources set out to make it a welcoming environment for children to enter. The reorganisation of the areas, particularly for the two and three year olds, provides more opportunities for children to develop their independence. Low level storage and accessibility of resources enable children to make choices in their play. Children benefit from opportunities to develop a positive respect and understanding of the diversity of people in the community, through the use of a suitable range of toys, resources, and role play.

The nursery has developed a good working partnership with parents. Regular newsletters inform parents of forthcoming events and the planned programme. The nursery consults with parents about the provision regularly. For example, they are currently reviewing the menu provided, introducing new items of food particularly around snack. Responding to parents' requests, such as adding staff titles and main roles to their displayed photographs, demonstrates how the nursery continues to develop a working partnership with parents. Links with other settings children may attend, to support continuity and coherence in children's learning and development across all aspects of their care, are yet to be fully established. Partnerships with other Early Years providers have begun, although the nursery is yet to establish a clear two-way sharing process. The setting's electronic self-evaluation incorporates the views of staff and users. Management evaluate the success of the provision through observation of practice, in house training and staff meetings. This aids and identifies plans for the future, for example, changing the toddler area; opening up rooms to provide more free-flow opportunities. The

nursery staff and management continue to seek best practice to improve outcomes for children.

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

At the time of inspection, the nursery had few children in attendance, due to school holidays and children's illness. The children are happy, confident and clearly enjoy the individual attention they receive from staff. Overall, children enter the nursery with ease. Staff are on hand to provide support and reassurance for children who are reluctant to leave their parents' care. Staff clearly know children well and are able to source resources to engage them and enable them to feel safe and secure in the nursery environment. Babies and younger children develop their communication skills, as staff respond by mimicking sounds, and repeating short sentences as they play. Staff learn words with the help of parents, in the language spoken by the children at home. Children and adults have formed good relationships; older children chat enthusiastically and make suggestions for what they would like to do next. Staff provide activities where children become curious, inquisitive and keen to learn. Children become engrossed as they construct and design vehicles using junk modelling resources. Staff extend this activity, encouraging discussion about what other resources children might need to develop their model. Staff plan activities around individual children interests. The recording of observations identifies the next steps in children's learning and development. As a result, children are making very good progress they advance through the nursery. The resources provided encourage children to take turns and share. For example, as they construct towers or wait to trace around a specific number stencil. Children are encouraged to experiment, for example, as they mix colours of paint. Staff effectively promote children's self esteem; achievements are acknowledged and shared with parents. Children's art and craft displays provide a welcoming environment and develop a sense of belonging in all rooms. Children access resources to encourage physical development and investigation skills, such as using various spades in the sand tray, or watching fine sand run through the watering can.

Children learn about the cultures and beliefs of others as they celebrate different festivals, listen to stories and learn about each other's family lives.

Children learn which foods are good for them and enjoy healthy meals and snacks. They have an understanding of hygiene routines, when to wash their hands, and are encouraged to develop their personal care, as they brush their teeth after meals. Well developed hygiene routines are evident throughout the nursery to keep children safe and healthy. The nursery has an enclosed outdoor provision which all children are able to access at some point during the morning, and again in the afternoon. The area dedicated to the younger children has limited resources, particularly for the less mobile children. Children are beginning to understand the importance of maintaining their own safety. For example, they follow sound advice from staff to hold on to the banister as they walk down the stairs.

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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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