

Sunnyside Nursery

Inspection report for early years provision

Unique reference number

EY428065

Inspection date

14/02/2012

Inspector

Lynne Talbot

Setting address

93a Marsh Road, LUTON, LU3 2QG

Telephone number

07855 554773

Email

SU.ZAIN@LIVE.CO.UK

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunnyside nursery was registered in August 2011. The provision operates from self-contained premises in Luton, Bedfordshire and serves the local area. The building access is level; three-year-olds access the playroom on the first floor. The premises have four open plan playrooms and children have access to a secure outdoor play area.

The provision is open each weekday, all year round, with the exception of bank holidays. Whole day sessions are from 8.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 31 children may attend the provision at any one time. The provision is registered on the Early Years Register. There are currently 20 children on roll, all of whom are within the early years age range. The provision provides funded early education for three- and four-year-olds.

The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The provision employs eight members of child care staff. Five staff, including the manager, hold appropriate early years qualifications at level 2 and 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage shows a good range and is led by children's interests. This ensures that children receive experiences that foster good progress overall. Staff create a very welcoming environment, using robust safeguarding procedures and detailed risk assessments. They have good knowledge of each child's needs to ensure that every child is fully included. Partnerships with parents and other agencies are purposeful and make sure that any additional support needs are met. The manager communicates drive and ambition to ensure development, but this is yet to be fully developed to enable reflection on the continued outcomes for children.

What steps need to be taken to improve provision further?

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

- plan and resource a challenging environment where children's play is supported and extended; with particular reference to developing the use of the outdoor area and finding out about, and identifying with, features of living things, objects and the natural world that they observe
- develop further the observations and assessments of each child's achievements, interests and learning styles; ensure that planned learning builds from what children already know or can do, use these assessments to identify learning priorities to plan relevant and motivating learning

- experiences for each child
- gain further understanding of reflective practice in order to confidently identify aspects of the childminding service that are done well, and those aspects that might be improved, so as to continue to promote good outcomes for children.

The effectiveness of leadership and management of the early years provision

Clear safeguarding procedures ensure that children are fully protected. Closed circuit television systems and secure boundaries mean that visitors are consistently challenged before entering. Staff attend regular training courses to update their knowledge. The provider ensures that all persons required undertake the appropriate checks to safeguard children. There is a wide range of relevant policies and procedures which are shared with the parents and carers. They are implemented in practice, in order to promote the smooth management of the provision and provide positive outcomes for the children. The provider implements thorough recruitment and induction processes. New staff have an induction and trial period of three months with a mentor to promote continued good practice. Risk assessments for the premises and outings are comprehensive; daily checks for all areas of the premises are recorded and checks for outings are thorough.

Partnerships with parents and carers are developed with inductions completed at the pace required by children and parents. Staff ensure that parents and carers are kept fully informed about their child's learning and development through discussions and by offering parental observation sheets at the end and start of each half term. This information is added to the development folders. The provision does not currently care for any children who attend other early years provision. However, they are aware of the importance of sharing information with other settings when appropriate to support children's continuity of care. Staff work closely with other agencies to support children identified with additional needs, including being part of collaborative meetings and following identified programmes. This ensures that all aspects of care, learning and development are consistent. There is no bias in staff practice in relation to gender, race or disability. Clear procedures are in place to deal with undesirable behaviour. Children's individual needs are very well met and individual learning styles are respected. Children explore their own and other people's culture and languages including Polish and Urdu. They use maps to begin early exploration of the world around them. Parents and staff members are encouraged to share their home lives with children and they explore celebrations, foods, dress and linguistic diversity. Resources, furniture and equipment are used well with the manager and staff evaluating and adjusting the setting to meet the changing needs of the children attending; clear evidence of reflective practice.

The manager is enthusiastic and has clear expectations for progression. There is commitment to ongoing professional development throughout the staff group with staff working towards the next stage in their professional development. The result is a positive impact on the care and learning provided. Self-evaluation processes include feedback from parents, evaluation of activities, and the completion of an

audit tool linked to the Early Years Foundation Stage. However, the processes initiated are, as yet, not feeding evaluation to identify strengths or areas of development to focus on outcomes for children.

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

Children are offered planned activities that help them to make firm progress overall in their learning and development. Detailed assessment through observation is in place and next steps are identified. However, observation, assessment and planning do not build from a baseline assessment or include aspects of what children can already do as shared by their parents. This means that potential learning opportunities may fail to be maximised to progress children towards the early learning goals. The staff group evaluate all sessions and ensure that planning is diverse and challenging. All children have daily opportunities to become physically active, developing good health. They use the soft play and ball pool indoors, as well as using rooms designed for large scale role play. The outdoor area is fully enclosed and children explore in all weathers. For example, they make snowmen, and use fruit and natural materials to make the facial features and buttons. Staff encourage children to use the digital camera to take photographs of what they build and track the snowman as it melts to observe changes. However, at present, children have limited access to finding out about and identifying with features of living things, objects and the natural world outdoors as it is not, as yet, equipped to support exploration of the natural world.

Children are creative and are provided with good facilities. For example, they choose to mix paints to make different colours and afterwards they use their own mixed paints to make pictures. Staff are skilled at using spontaneous observation during the day to enhance learning. For instance, all children enjoy tactile play with, for example, shells or shaving foam. Children use their hands and tools to explore whilst staff gently introduce new language to them. Added glitter extends children's curiosity and the play links closely to the snowman that they have made. Children readily engage in role play and build with train tracks, set up animals in the fields and arrange buildings to make towns as they play. Planned activities broaden the development of language. For instance, children use sensory sound props for story telling and singing. Mark making is always available and children freely explore with individual white boards and pens. They receive consistent reminders about personal safety, such as, taking care between the areas with gates and when walking indoors. Children gain an understanding of personal safety when they take part in emergency evacuation.

Older children independently meet their own physical needs, washing their hands and using soap to remove germs. Younger children and babies have their needs met with all routines recorded in daily diary sheets to ensure good communication with their parents. Healthy eating and nutrition is incorporated into daily care. Children sit together for snacks and lunches. Lunches are provided by parents with healthy eating guidance shared to strengthen those links between the provision and the home. Children show that they are secure and confident, developing good concentration and exploring all opportunities to learn. Children are sociable and

self-initiate learning, exploring the accessible resources. Children begin to develop an awareness of others. They understand the use of 'golden words' to both thank others and ask for help, and to praise and be praised. Children enjoy gaining stars for kind behaviour and certificates to share with their families. Children are well equipped with the skills and attitudes necessary for future learning and are taking their places as part of the community.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

