

Sunnyside Day Nursery

Inspection report for early years provision

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Inspector Catherine Sharkey

Setting address Barbourne Terrace, Worcester, Worcestershire, WR1 3JR

Telephone number 01905 23973
Email helen.smith@kinderkare.co.uk
Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Sunnyside Day Nursery was registered in 2005 and is one of four settings owned by KinderKare Day Nurseries Limited. The setting is accommodated in its own grounds in a large three-storey Victorian house situated in a quiet residential area close to the centre of Worcester. The children come from a wide catchment area. All children share access to a secure enclosed outdoor play area.

A maximum of 83 children may attend the setting at any one time. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. There are currently 86 children on roll between the ages of three months and five years. The nursery is registered on the Early Years Register. The setting supports children with special educational needs and/or disabilities and for whom English is an additional language. The nursery employs 19 staff who work with the children, of these, most have appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A very thorough knowledge of the needs of individual children ensures that they are all making very good progress. Children are particularly well safeguarded in the nursery as robust procedures are in place and all staff are thoroughly trained in their implementation. The partnership with parents is excellent and plays a key part in enabling staff to plan all children's next steps so meticulously. Nursery staff are highly motivated and committed to the improvement of the provision and their own personal development. They are given inspiring support by the management team which results in a well-coordinated setting in which children are given the opportunity to reach their full potential.

What steps need to be taken to improve provision further?

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

- further developing children's outdoor experiences in order to extend their independence and their knowledge of the world around them.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded in the nursery as policies are very detailed and all staff are very well trained and tested regularly on their knowledge of these. Children are very well protected as a result of rigorous recruitment policies to ensure staff are suitably safe and well qualified in looking after children. Robust

security measures and daily risk assessments are in place which means children are safe whilst in the care of staff. Children are closely supervised and staff ensure that they move safely around the premises. Extra care is taken when off the premises and all records are kept up-to-date. A wealth of exciting, good quality resources is used to great effect to promote all aspects of the early learning goals. All areas, both indoors and out, are well organised into different areas for role play, messy play, quiet activities and all aspects of learning. Resources are stored in low-level units or are set out on the floor so that all children are able to access them easily and have free choice. The well-planned outdoor area has a safety surface which makes it useable in all weathers. Staff organisation is extremely well planned and flexible so that the correct ratios of staff to children are always observed.

The nursery management is extremely supportive of its staff and inspires them to follow their lead in continuously seeking to improve their practice and knowledge. Regular training, supervision and monitoring takes place which results in superior care and education for children. Staff are very enthusiastic and evaluate their teaching and planning extremely well so that the needs of all children are met. Highly effective teamwork with staff meeting regularly ensures the smooth running of the nursery.

Partnerships with parents are outstanding. Information is shared on an ongoing basis, but particularly when children first start at the nursery. This enables staff to build on children's achievements and take account of their interests. They stay with children during their settling in period and bring in family photographs to help children feel secure. Parents are given a wealth of information on all aspects of provision and are able to make suggestions and comments via a box in the hall. They are fully involved in their children's learning by continuing some themes or activities with them at home and through contributing to their progress records, which they may see at any time. Parents are able to speak to staff at parents' evenings and at any time during the day. They receive written and verbal information on their child's day and attend open days and fund raising activities. The nursery has close links with local primary schools and receives very good support from early years advisors.

Children with special educational needs and/or disabilities and for whom English is an additional language are extremely well supported in the nursery. Staff work closely with parents and many other professionals, such as the physiotherapist and the inclusion team. Labelling in children's home languages is used as well as visual timetables, picture cards and staff's facial expressions and gestures. This means that all children are fully included in the activities of the nursery and are making significant progress.

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

Children's progress towards the early learning goals is excellent in all areas. This is because staff have a highly comprehensive knowledge of each area of learning and

how to use their detailed observations to plan each child's next steps. Planning is very clear and takes children's interests and abilities into account. Their language and communication skills are extremely well developed by staff in all their conversations with children and in the exciting outdoor construction role play. Children learn to recognise letters, sounds and numbers and practise writing them. They learn a wide range of mathematical skills through very well planned, staff-led activities in small groups. They count and match objects in everyday situations, such as in the shop role play area. Younger children count and clap during songs and rhymes. Enticing sensory corners, treasure baskets and a sensory room provide children with rich and varied experiences in which they learn about their world and are able to develop their language skills with confidence in small groups.

An exciting range of art, music and creative activities allows children to express themselves freely. Children are very confident on the varied range of climbing and balancing equipment and develop their physical skills well through the imaginative use of balls, hoops and wheeled toys. They develop their skills for the future extremely well through their use of computers, cameras and a huge range of programmable toys and resources that produce lights, sounds and movement. Children explore their environment on walks around the local area. An additional piece of land belonging to the nursery is not yet used to its full potential. Children feel very safe and secure in the nursery as staff are very kind and caring, comforting children if they are upset. Key persons know the children and their families well, building a bond so that children trust them and feel safe in their care. Children sleep easily in their cots and are confident in their interactions with staff and in asking for things they need. Babies and toddlers happily join in with songs and rhymes and enjoy their food. There is excellent, step-by-step transition when children move rooms which makes them feel very secure.

Healthy meals and snacks are provided at the nursery and children learn how to take care of their bodies and keep clean. They wash their hands and faces and clean their teeth after meals. Older children know which foods are healthy and enjoy growing some of their own at nursery, such as tomatoes and strawberries. Children enjoy plenty of fresh air and exercise and excellent hygienic practices are observed in the nursery. Detailed policies and up-to-date medical and accident records ensure that children's health and well-being is protected extremely effectively. Children's behaviour is exemplary as they are set clear rules and follow excellent examples of good manners and respectfulness by staff. They are all happily engaged with their activities in the warm, welcoming atmosphere of the nursery. Children concentrate very well on jigsaws, persevering until a piece fits, or to do a sticking activity. They are proud of their work and are praised and given stickers by staff, giving them confidence and high self-esteem. They have excellent relationships with staff and each other, cooperating to build a tower, then showing excitement when they hide soft toys in it for staff to find. Children are helpful, clearing up the sand without being asked. They are developing excellent social skills and awareness of the needs of others through circle times twice a day and socialising at meal times. Children learn about a wide range of cultures and festivals, such as Christmas, Easter, Diwali and Chinese New year. They create artwork, act out stories and taste different foods to support this learning. Books, dolls and also parents are used as valuable resources to extend children's knowledge of the wider world.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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