

The Sunshine Nursery

Inspection report for early years provision

Unique reference number EY345360
Inspection date 12/03/2012
Inspector Jane Wyncoll

Setting address Dene House Sure Start Children's Centre, Manor Way,
Peterlee, County Durham, SR8 5RL
Telephone number 0191 5181584
Email
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*.

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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

The Sunshine Nursery is run by a partnership and opened in 2003. It operates from Dene House Children's Centre in Peterlee. The nursery serves the local area and is on the same site as the local primary school. The nursery is accessible to all children, and there are two fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday from 8am until 6pm for 51 weeks of the year. A maximum of 76 children may attend the nursery at any one time, of whom no more than 55 may be in the early years age group and no more than 12 may be under two. There are currently 71 children in the early years age group, who attend for a variety of sessions. The nursery also offers before and after school care to children aged over five years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of child care staff, all of whom hold appropriate early years qualifications at level 3 or above. Two members of staff have foundation degrees and the setting has part-time support from a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for in a creative environment, where the sensitive staff team responds especially well to their changing curiosities and interests. Well-planned and flexible activities support all areas of learning and enable children to make good progress. Children's diverse individual needs are promptly identified and exceptionally well met through extensive partnerships with a wide range of professionals and the local children's centre. Relationships with parents are positive and supportive, and are developed through generally good communication. Policies and procedures are in place, which promote children's safety and security very well. Self-evaluation is embraced, and staff work together to reflect on their practice and ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop ways for parents to make their own observational comments and contributions to their child's learning and development records.

The effectiveness of leadership and management of the early years provision

Safeguarding policies are detailed and regularly reviewed. Criminal Records Bureau checks and recruitment procedures are carried out to ensure all staff are suitable and appropriately qualified to work with children. All staff undertake regular safeguarding training so they know the procedures to follow should they have concerns about children's welfare. Most staff hold paediatric first aid certificates, so there is always someone to respond to minor accidents and injuries appropriately. Detailed risk assessments are carried out. Systems for recording and monitoring accidents and administering medicines are robust and followed consistently. Clear entry procedures are in place, in conjunction with the Children's Centre, to ensure only those authorised can gain entry to the nursery. Consequently, children are kept safe and very well protected.

Regular staff meetings and appraisals help the nursery to identify areas for improvement. There is a good programme of training to ensure staff skills are developed and shared. Support from the qualified teacher has helped to improve staff observation skills. This has resulted in effective tracking of children's progress and achievement to improve outcomes. The nursery uses a broad range of good quality resources to develop attractive areas, which children can access independently. Throughout the nursery, plentiful images and toys reflect the diverse nature of society. This supports children's good understanding of differences. Key persons develop excellent knowledge of individual children through attentiveness to their particular interests. This helps them identify any additional needs exceptionally well. These needs are closely monitored and supported through the network of children's centre professionals. Regular meetings between nursery staff and family workers enable invaluable joint support for children and families. For example, children can attend a children's centre nursery rhyme group to support language development. This means the impact of developmental delay or emotional needs on children's learning and progress are minimised.

Detailed information for the Getting to Know You booklet is collected from parents during the planned visits before their children start nursery. This ensures that children's routines and preferences can be taken into account to promote their welfare very well. Daily diaries are provided for parents of babies so that there is consistency of care between home and nursery. Parents are encouraged to use their skills within the nursery. They eagerly get involved with making knitted cupcakes for a baker's shop role play. A fish theme is embraced following the sharing of a parent's fishing boat catch with the children. Parents communicate regularly with their children's key person and are invited to attend coffee mornings to discuss their progress. However, they are not fully involved in their children's learning as they are not regularly able to contribute to children's learning and development records as part of the on-going observation and assessment process.

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

Children confidently and freely explore both indoors and outdoors. Staff have a good knowledge of the children's learning and development and use their regular observations to help them plan stimulating opportunities for play. Children's deep interest in the activities provided helps them to make very good progress. Staff ably support their investigations, suggesting ideas and encouraging children to talk about what they are doing. Following children's fascination with the model animals, staff created a jungle area indoors. Children developed their vocabulary and language skills as they named the animals and described the feel of the lion's fur. They eagerly roared together and thought about what noises different animals make. Pre-school children decided to collect grass for the animals to eat. They looked for bushes outside to make a 'real jungle' so the animals could hide. This developed their creativity and imaginations very well. Children learned about the world around when they planted sunflower seeds for Mother's Day and adults asked them what the plants would need to help them grow. They acquired good mathematical concepts as they counted out the right number of seeds and watched for when the bucket was full of water. Babies and toddlers eagerly clap and join in with joyful singing sessions, which develop their language and social skills very well.

Children have a good range of opportunities to learn about keeping safe. They carefully use metal spades and rakes in the sand pit. Appropriately supervised, they regularly access the tool shed to use real tools to saw and hammer. Children's physical development is particularly good. They learn to climb from their first steps up the baby room mini slide. In the pre-school, they confidently use the set of steps to put a brick on top of the tall tower they have built. Dance and physical activity are a regular part of their week, and they enthusiastically join in physical education sessions with the school reception class. This contributes to their good understanding of leading a healthy lifestyle. Children also take part in regular tooth brushing and are helped to develop good hygiene practices, remembering to wash their own hands before snack and meal times.

Inventive opportunities are used for visits and visitors to provide experience of different cultures. For example, children experience a Japanese tea ceremony and take part in Indian dance. Staff use positive strategies to encourage appropriate behaviour throughout the nursery. They praise children for helping others; they reward them with a banana slip on the good-deed tree and share this with their parents. Children are encouraged to make their own choices, and they try to be independent. Babies waiting for the water tray help themselves to aprons and attempt to put them on themselves. Pre-school children competently serve themselves from dishes and jugs on the tables at lunchtime. Children access a range of programs on the computer and use play telephones and tills to gain a good understanding of technology. Shared sessions with the adjacent school, and visits from the teachers, ensure that children's transitions to school are supported very well. Therefore, children develop the skills they need to help them in their future learning.

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	1
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	1
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