

Sunshine Under 5's Nursery

441 Eastwood, Windmill Hill, Runcorn, Cheshire, WA7 6LJ

Inspection date	07/11/2012
Previous inspection date	17/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have high aspirations for children and a good knowledge of their individual needs, which ensures they all make good progress.
- Children's language development is supported well because staff engage them in conversation during play, activities and daily routines.
- Positive relationships are built through the effective use of the key person system which enables children to feel safe and secure.
- Staff have a good understanding of how to maintain a safe environment for children. They access further training to ensure they are fully aware of their responsibilities for safeguarding children's welfare.

It is not yet outstanding because

- Opportunities for children to fully develop their investigative skills in the outdoor area have not yet been fully explored.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playrooms and in the outdoor play area.
- The inspector held meetings with the manager of the provision at appropriate times in the day.

The inspector looked at children's observation and assessment records, planning records, evidence of suitability of committee members and staff working within the setting and a sample of policies and other documentation.
- The inspector took account of the views of one parent spoken to on the day and views provided within parent questionnaires and thank you cards.

Inspector

Judith Kerr

Full Report

Information about the setting

Sunshine Under 5's Nursery was registered in 1987 on the Early Years Register. It is situated in a converted house in the Windmill Hill area of Runcorn, Cheshire, and is managed by a voluntary committee. The nursery serves the local area and is accessible to all children. It operates from two rooms on the ground floor and there is a fully enclosed area available for outdoor play.

The nursery employs two members of childcare staff. Both of these hold appropriate early years qualifications at level 3 and level 4. The nursery opens Monday to Friday, term time only. Sessions are from 9.15am until 2.45pm. Children attend for a variety of sessions. There are currently seven children attending who are within the early years age group. The nursery provides funded early education for three-year-old children. The nursery is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the opportunities for children to play and extend their learning in the outdoor area by providing additional resources to support children's investigative skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a purposeful and broad educational programme which supports each child to make good levels of progress in their learning and development. They use their knowledge of how children learn to provide activities and experiences which motivate and appeal to children's interests. Information gathered from parents during the admission process ensures staff are aware of children's abilities from the very beginning; this enables them to plan accurately and according to their individual needs. Parents are provided with suggestions of how to extend children's development at home and are also invited to contribute to their children's learning records.

Children's language development is supported well because staff engage and interact with them in lots of conversation during activities and daily routines, such as snacks and toileting. Therefore, children learn to listen, respond and repeat new vocabulary. Stories and books are explored with interest, both indoors and outside. Children identify shapes and colours by name and count them within their play. The sensitive and caring interactions of staff help children to develop their personal, social and emotional skills, such as sharing and turn taking. These skills will support their future learning and help to prepare them for school.

Children engage in a range of activities which promote their physical growth and development. They develop their balance and coordination of movement as they push the wheelbarrow and buggies around, throw balls and climb up the frame. Whilst on outings children show curiosity as they chase each other in the woods and collect leaves and pine cones. They also demonstrate some understanding of the world as they plant sunflower

seeds and know that the flowers need a 'drink of water' in order to grow. However, the outdoor environment is not fully utilised or equipped to maximise opportunities for children to explore and develop their investigative skills. Resources, such as books, play figures, jigsaws and dolls are readily accessible which reflect the diversity of society. Positive images of disability, race, gender and culture help children to gain an awareness of differences.

The contribution of the early years provision to the well-being of children

Children are beginning to gain independence in managing their own hygiene. They wash their hands after using the toilet and before eating or baking activities. Staff offer useful advice and encouragement to parents and children who are working towards potty training. The children are beginning to understand the importance of exercise as they are provided with a variety of opportunities for physical outdoor play throughout the day. They enjoy nutritious breakfasts and snacks and parents are encouraged to provide healthy options in their child's lunch box. Whilst tasting a variety of foods including kiwi, grapes and lemons, staff take the opportunity to help children understand about healthy choices.

Outings to the park, shop and letter box provide first hand experiences for children to learn about road safety and the Green Cross Code. Regular fire drills offer opportunities for children to understand how to evacuate the nursery safely in an emergency. Children are encouraged to behave in a positive and respectful manner. They are learning to share in their small group by being sensitively reminded how to be kind and the importance of sharing. They respond well to strategies to engage them in positive behaviour, such as tidying away the plates after snack and sweeping up the sand from the floor.

There is an effective key person system operating in the nursery. Staff know the children well and form positive relationships with their key children. Consequently, children settle quickly and are happy and content. Personal care routines are managed according to parents' wishes. Babies sleep comfortably in cots or cuddle up on a mat with a blanket and wake refreshed. Staff are attentive and frequently check children to ensure they are safe and feel reassured. Outings are well planned and risk assessed to enable children to be kept safe. As a result of the good quality care offered by the nursery, they learn independence skills which will support and promote their learning in the future and on transition to school.

The effectiveness of the leadership and management of the early years provision

The nursery has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures. They have a broad understanding of the possible signs of abuse and a clear knowledge of how to report any concerns appropriately. Risk assessments are completed for the premises and for all outings to monitor and ensure children's safety. Committee members and staff have a good understanding of how to keep children safe in the nursery. Robust procedures are in place

for checking both the staff and the environment. For example, all staff have completed the required checks and induction procedures which help to confirm their suitability to work with children. This aspect of the provision has been addressed since the last inspection, which enhances children's safety.

Weekly planning meetings enable the manager to monitor the provision and educational programmes. Staff have a secure knowledge of the Early Years Foundation Stage which enables them to support children in making good progress in their learning. They maintain clear records of observations undertaken on each child which are linked to the areas of learning and include details of the next steps planned for them. Children's achievements are consistently tracked against the early learning goals to monitor their progress.

Good partnerships with parents are developed which enables the effective exchange of information about children's care and learning. Staff keep parents well informed of any changes. For example, they have provided them with the parents' guide to the revised Framework for the Early Years Foundation Stage. Parents are given verbal feedback about various aspects of children's care and development, such as their eating patterns and toilet training, and also in relation to what they are learning. Consequently, they are fully engaged in supporting all aspects of their children's progress. The nursery provides an inclusive environment and offers support and signposting for early intervention, including working with outside agencies, for children with special educational needs and/or disabilities. They are pro-active in working in partnership with local schools to ensure continuity and consistency in children's care and learning.

The manager has a good knowledge of her staff's strengths and areas for development. She provides regular supervisions and identifies specific training needs, including her own. Parents play an active role in the running of the nursery through their committee involvement and contributions to the nursery's self-evaluation. The nursery uses accurate self-evaluation and external audits from the local authority to reflect on the quality of the service it provides for children and families. There are effective systems for managing staff performance. The committee's good knowledge of the Early Years Foundation Stage requirements means they value the continued professional development of all staff. As a result of recent training, staff feel confident in their knowledge of how to help children make good progress in their learning and development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	303487
Local authority	Halton
Inspection number	766933
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	19
Number of children on roll	7
Name of provider	Sunshine Under 5's Nursery Committee
Date of previous inspection	17/11/2011
Telephone number	01928 716061

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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