

Sunnyside Nursery

93a Marsh Road, LUTON, LU3 2QG

Inspection date	14/11/2012
Previous inspection date	14/02/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The learning environment and the organisation of resources facilitates individual choice to enhance child-initiated learning. Risk assessments and safety measures are in place to minimise hazards for children.
- Children are provided with a range of learning experiences across all areas of learning. Their individual needs are planned for because the key persons work well with parents and other agencies where necessary.
- Children feel safe and secure because practitioners provide a caring environment where children have familiar routines and are encouraged to develop self-esteem.

It is not yet good because

- The monitoring processes, that support children's learning, are not consistently carried out by practitioners because performance management is insufficiently rigorous.
- Children do not have regular and consistent opportunities to become independent and understand daily routines that support their health and self-care.
- The self-evaluation system is not firmly established to identify the priorities for improvement or to make clear and precise action plans that lead to improvement.

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 all rooms and the outside area.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.

Inspector

Lynne Talbot

Full Report

Information about the setting

Sunnyside Nursery was registered in 2011. It operates from self-contained premises in Luton, Bedfordshire. The provision is privately owned and managed. The provision serves the local area and wider community. The building access is level but there are playrooms on the first floor accessed by a staircase. There is an enclosed area available for outdoor play.

The provision opens Monday to Friday all year round with the exception of bank holidays.

It is open from 8.30am until 6pm. Children attend for a variety of sessions. The provision is registered by Ofsted on the Early Years Register. The provision offers 31 places to children in the early years age group of whom six may be under two years. There are currently 33 children on roll.

The provision provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provision employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 2, 3 or above.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff
- ensure that all staff involved in preparing and handling food receive training in food hygiene.

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

- extend the systems for performance management to ensure that practitioners implement the provided procedures for regular and precise assessments of all children
- develop a more robust system for self-evaluation which identifies priorities and sets challenging improvement plans
- promote health awareness by creating opportunities for children to move towards independence by: encouraging them to meet their own personal needs; supporting them to complete simple everyday tasks.

Inspection judgements

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

Practitioners have a sound understanding of how to engage children in playing and exploring. Children enjoy being together and show enthusiasm towards activities as they participate. This results in them meeting their developmental milestones. Practitioners generally understand the characteristics of effective learning and teaching. They plan some direct experiences appropriate to the development of the children to enhance

learning. For example, practitioners help children to explore their natural surroundings. They use magnifying glasses, binoculars, and bird feeders to investigate the wildlife outdoors. Practitioners help children to carry out bark rubbings and to compare the leaves that fall from the trees. These activities are used to promote communication and language, number and colour, and understanding of the world around them. The well-resourced environment helps to ensure that opportunities are made to extend children's learning.

Children's communication and language skills are developing. Daily group register sessions help children to listen to others and take their turn to speak within small groups. The playrooms are rich in print because labels and text are used throughout. Children enjoy singing and stories regularly; they choose books independently and turn the pages one by one as they follow the illustrations and text. Younger children dance to the music tapes that are played to them. They follow some story books that are shown by practitioners alongside the taped narrative. Consequently, all children explore an environment that is rich in print and supports communication to enhance early reading skills.

Secure planning, for both younger and older children, ensures that the seven areas of learning are included. Parents are invited to contribute to starting points for children through 'all about me' forms and within thorough settling-in processes. Practitioners complete observations to inform their initial planning for children. They observe the children each day and plan for further development for children by adding next steps to the daily planning. Practitioners assess children's learning but this is not consistently rigorous or completed using the provision's developed systems to monitor children's progress. This means that learning experiences cannot be fully matched to children's needs to promote the optimum progress towards the early learning goals.

All children take part in activities that support expressive arts and design. Younger babies use shallow floor trays with coloured paints; they make patterns with their hands and enjoy making marks. They use some mechanical toys, such as telephones and vacuum cleaners, that make realistic sounds as they pretend to 'speak' or 'clean'. They copy what they see in their homes and make sense of what they see around them. Older children develop collage using stimulating materials such as feathers and sequins. This supports their exploration of new media. Older children are beginning to recognise numbers. They sit alongside practitioners and begin to recite some numbers in sequence, represent some numbers using their fingers, and name numerals. They show that they have regular opportunities to include mathematics in everyday play.

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

The successful key person system and the effective deployment of practitioners ensure that all children form secure emotional attachments. All children show a good sense of belonging within the provision. This is shown by the close physical contact enjoyed by the youngest children and the eagerness by older children to work alongside and talk with the practitioners. Younger children show secure attachments when they bring toy caterpillars to the adults to show them, or reach up towards them to have a cuddle. Children's self-esteem is promoted through the star systems displayed on the playroom

wall. Stars are awarded for any positive behaviour to enhance children's awareness of their own behaviour.

Children become aware of the needs of others and begin to learn about each other's culture and background. Several languages are spoken within the staff group including Urdu, Bengali and French. They ask parents to provide key words, for example in Polish, to enable them to help children to feel secure. Practitioners involve all children and families in celebrating festivals. For instance, when observing the festival of Eid the provision was joined by all parents in preparing a meal to share and celebrate alongside activities. Parents are invited to visit the setting to tell stories and tales from their own family heritage or cultural background. They also bring items in to share, such as a cricket, for the children to view and discuss. This helps children to feel a part of a community and learn about each other's lives.

Children's understanding of safety is promoted. They learn to take risks within a safe environment when they climb or balance on equipment in the garden where there is a soft surface. Routine emergency evacuation is completed and this enhances children's understanding of personal safety. Practitioners remind children about safety during the day. For example, they are asked to walk and hold scissors safely, and to walk rather than run indoors. Good examples shown by practitioners reinforce the safety routines.

Children's main meals are provided by parents. Practitioners provide some advice to parents with regard to the nutritional content of those meals by using posters that reflect nutrition for young children. Practitioners prepare the meals but they have not all attended training in food hygiene as required by the statutory framework for Early Years Foundation Stage. This means that the handling and preparation of foods may not always meet the required standards and hence, children's safety may be affected. Nutritious snacks of fresh fruits, vegetables, salads and breads are offered to children. Each child is helped to meet their care needs and older children can wash and dry their hands with support. However, throughout the setting there are inconsistent opportunities for children to meet their own needs or to recognise why hygiene is important for good health. For example, after washing their hands older children are seen to crawl on the floor and touch other soiled areas before they actually receive their snack to eat. They have infrequent and inconsistent opportunities to prepare areas for eating, serve themselves, or receive support to carry out good hygiene practices during meals or snacks. These factors, and the inconsistencies in practitioners' practice, mean that their awareness of health and self-care is limited.

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

The manager has good expectations for the quality of care that is offered to children and families. A regular review of paperwork and procedures takes place to ensure that all requirements of the Early Years Foundation Stage are met. There is some reflective practice completed. A questionnaire has been completed by parents to seek their views of the service offered. The manager has introduced the staff team to self-evaluation and each is to concentrate on a specific area and gather information to inform future

discussions. However, reflective practice is not sufficiently rigorous at present to identify areas that require development in order to improve outcomes for children.

There is a robust recruitment and induction system in place to ensure that new practitioners have the appropriate knowledge to support children when they begin work. It includes a probationary period of half a term. New practitioners are supported by the manager and senior team leaders. Practitioners have in-house training and have completed a wish list of further training using the local authority training manual. The manager completes random observations of practitioners wherein recommendations for improved developments are fed back. However, there are no regular appraisals carried out to reflect on how planned training may best meet the needs of the children, or is sufficiently targeted to focus on weaker areas of practice. The quality of practitioners' practice, across the provision, is not consistent. This means that the overall improvement of the provision, through practitioners' development, is not assured. There are systems developed to observe, assess and monitor children's progress. However, at present, the performance monitoring system is insufficiently rigorous to ensure that all procedures set in place are carried out in a suitable manner. Consequently, whilst children are safe, secure and learning at a steady rate, the systems do not demonstrate that the same level of assessment is completed for all children with the same regularity. Hence, the circumstances where interventions may be needed are not consistently identified at an early stage.

The provision works closely, where required, with parents and other professionals. Parents are part of meetings that focus on planning to meet individual needs where individual educational plans are made. Other agencies' support is sought, including translation services and inclusion services, to make sure that each child's plan fosters their learning and development. Parents comment that they are, 'happy with the care and very content to leave my child' and that they, 'always get a daily report that helps me with her routine'. In addition, they remark that they, 'like the very small numbers and I know that the staff care for my child'. They clearly value the practitioners' support highly.

The arrangements for safeguarding children are a strength. All practitioners have a robust understanding of safeguarding issues and procedures because the manager, as the designated officer, attends frequent training. She cascades all information to practitioners through staff meetings and weekly review meetings. They discuss any concerns that arise with a view to seeking any potential support or intervention. Hence children are well protected. Practitioners create an environment that is welcoming where children engage in active learning. The provision is safe with robust security systems that include CCTV. Children are secure, enjoy their play, and are beginning to be self-assured. Consequently children have a positive experience that forms a sound base for developing skills for the future.

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	EY428065
Local authority	Luton
Inspection number	889185
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31

Number of children on roll	33
Name of provider	Sunnyside Nursery Luton Ltd
Date of previous inspection	14/02/2012
Telephone number	07855 554773

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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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