

Sunshine Nursery

Castelnau Youth Centre, 7 Stillingfleet Road, LONDON, SW13 9AQ

Inspection date

Previous inspection date

13/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children and staff enjoy each other's company. They form good relationships and this helps children feel very secure.
- The owner and staff are committed to providing the best possible care for all children in the nursery.
- Children are able to move freely between the indoors and outdoors. This helps them to make choices about where they play and who they play with, which has a positive impact on their learning .
- Partnerships with parents are good. Parents are well informed about all aspects of the nursery and their children's progress, helping them to be fully involved in their children's learning and development.

It is not yet outstanding because

- Occasionally group sizes are too big during planned activities, meaning some children are kept waiting and are less engaged in their learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed and spoke to children and staff at appropriate times during the inspection.
- The inspector had discussions with the owner, deputy and staff members.
- The inspector spoke to parents to gain their views about the nursery.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector carried out a joint observation with the owner.

Inspector

Julie Tobin

Full Report

Information about the setting

Sunshine Nursery is a privately-owned sessional day-care setting. It is based in a small hall at the rear of Castelnau Community Centre, located in Barnes in the London Borough of Richmond-upon-Thames. The setting was originally registered in 2008 but was re-registered in 2012 due to a change of premises. It is registered on the Early Years Register and takes children aged from two to five years. Operational times are from 9am to 1pm. The setting operates term time only offering part-time places. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 17 children on roll. The setting is managed by the provider, who has a level 3 qualification in early years. There are six staff members including the provider, four of whom hold appropriate level 3 qualifications.

What the setting needs to do to improve further

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

- review the planning and organisation of some group activities, taking into account the size of the group and the age range of the children, so all children remain engaged and interested.

Inspection judgements

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

The atmosphere of the nursery is welcoming and purposeful. Children are eager to choose what to play with. Staff know them very well, and provide experiences that interest and fascinate them. For example, children busily make 'soup' to feed their babies. They move confidently between the dough table and the home area, carefully selecting the things they need to support their play from a wide range of resources. Very young children build and construct using their favourite bricks. They are delighted as they learn how to fit them together and staff praise their achievements with great warmth.

Staff support and stimulate children's learning using effective teaching techniques, which helps ensure all children make good progress. Children enthusiastically sing number songs, learning to count forwards and backwards. Effective use of hand and finger puppets helps them learn the corresponding numbers. Staff successfully support mark making activities to encourage children's developing writing skills. Younger children learn to recognise their name as they self-register on arrival. Older children learn to write their

name and are encouraged to write in the role-play area using letter cards and a variety of pens, pencils and paper.

A wide variety of books throughout the nursery promotes children's literacy skills. In the cosy and inviting book area, children enjoy reading stories, sometimes alone or with a friend and sometimes with a familiar adult. Books about castles inspire children in the construction area. Children who are interested in castles look intently at the pictures as they build and construct their own.

Children skilfully use technology. Younger children learn that when they touch the animal picture on the iPad they hear the sound it makes. Older children match pairs of objects. They play with increasing levels of difficulty, clearly enjoying the challenge.

Staff skilfully support children's developing language and communication skills. The environment both indoors and out provides rich opportunities for discussion, and children follow instructions well, showing a good understanding. Children continuously talk through what they are doing, explaining their actions as well as engaging in conversation with each other and with staff. Staff give children time to think and respond when asking questions. Pictures of themselves and familiar things that happen during the session help children to understand the routines and effectively support children learning English as an additional language. All children benefit from using signs as well as words. Children are well motivated and effectively engaged, which promotes their play and learning effectively.

Staff use observations well to make plans for the next steps in children's individual learning. Parents are regularly informed of their children's learning so they can support them at home. In turn, parents share things children are interested in at home. Staff use this information, providing interesting experiences that they know children will enjoy. Staff and parents work together to gather information about children's starting points. Staff use this to track children's progress and record the information using the development milestones. Detailed progress reports including progress checks for two-year-olds are shared with the parents so they can see the progress their children are making. These help to identify if children require further support or challenge. All children are making good progress in relation to their starting points, and are gaining the skills they will need for their future learning.

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

Children arrive happily and are very well supported as they settle. Staff work well together as a team to meet their individual needs. They work closely with parents as children start at the setting and, as a result, children form secure bonds with familiar staff. Parents are confident that staff provide a warm, caring and secure base from which their children can learn. All staff have high expectations of the children and encourage them to be independent, kind, caring and respectful of others. Children learn how to take turns and include everyone in the group, for example as they celebrate birthdays and choose the songs they want to sing at circle times. This promotes children's sense of belonging, and

encourages children to get to know each other. Staff support children effectively to enable them to make their own choices about where they play. Consequently, this promotes children's confidence and self-esteem.

Children know how to keep themselves safe; for example, they know how to safely reach the climbing equipment in the garden. Staff talk to children about being safe in the garden at circle times and older children confidently remind younger children about this when they are outside. Children quickly learn to use timers to help them share and they readily help one another; for example, older children help younger children as they try to get their coat off their peg to go outside. As a result, children's behaviour is very good.

Children choose from nutritious food and drinks, which promotes healthy choices. At snack time they choose from a variety of fresh fruit, milk and water. They learn to be independent as they select their own cup and plate, help cut the fruit and pour their drinks. Once a week they cook their own lunch, although sometimes children lose concentration during this activity when the group size is too big and they are kept waiting. Children know why they must wash their hands before eating and when they have used the toilet. As a result, children develop a good understanding of healthy practices. Children benefit from daily opportunities to play outside in the fresh air where they are active explorers and investigators. Children extend their physical skills, for example by balancing on logs and beams. They gain confidence and learn to negotiate slopes as they climb the hill to reach climbing equipment. Their creativity and imagination is promoted as they use large boulders to create exciting environments for dinosaurs and animals. They balance and climb on these, also developing their physical skills. Children learn about the natural world as they plant seeds and grow their own vegetables, which they cook and eat. There are logs where they discover insects, and pictures and books help children to find out more about them. Pictures, signs and labels on outside resources help children make choices and play together harmoniously outside as effectively as they do indoors.

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

The leadership team has a good understanding of the requirements of the Early Years Foundation Stage. They understand their responsibility for implementing the learning and development requirements, which they do well. Planning is monitored effectively and, as a result, children of all ages receive good support and enjoy their learning.

Arrangements for safeguarding children are fully in place. All staff are clear about their responsibilities for keeping children safe and free from harm. Staff demonstrate a good knowledge of the procedures to follow if they have any concerns about children's welfare. They safeguard children within their daily practice well; for example, they have a good knowledge of fire safety procedures and implement security measures. Thorough risk assessments identify potential hazards; staff are vigilant and supervise children closely at all times. Consequently, children's safety is promoted well.

Robust recruitment processes and the completion of all required checks ensure staff have

relevant qualifications and are suitable to work with children. Good induction for students, volunteers and staff result in all adults being clear about their roles and responsibilities in meeting the needs of the children. Regular appraisals and supervision effectively identify training needs. This enables all staff to continually develop and improve their personal effectiveness and practice.

Partnerships are well established and effective in meeting the needs of all children. Partnership with parents is strong and the setting shares important information when children start; consequently, they settle easily. Leaders are committed to developing links with local schools to ensure children are well supported as they make this transition. Staff work very closely with parents and outside agencies if children need additional help. This enables staff to put in place any required support so all children achieve well and make progress in their learning and development. Staff work alongside the local authority, seeking and acting on advice and support. Self-evaluation is effective in identifying improvements to promote outcomes for children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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	EY457403
Local authority	Richmond upon Thames
Inspection number	910492
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	17
Name of provider	Lisa Lowden
Date of previous inspection	not applicable
Telephone number	0

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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, which are usually the childminder's 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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Piccadilly Gate
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M1 2WD

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