

Sunnyside Day Nursery

Barbourne Terrace, WORCESTER, Worcestershire, WR1 3JR

Inspection date

25/07/2013

Previous inspection date

29/02/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 are exceptionally well safeguarded as all staff have a very good knowledge of the policies and procedures to follow if they have concerns about a child in their care.
- Children with special educational needs and/or disabilities are fully integrated within the nursery. Staff are very supportive and adapt activities to enable children to make good progress in line with their starting points and capabilities.
- Most staff are highly motivated, dedicated and strive to provide children with a rich and stimulating environment in which to learn and develop.
- Partnerships with parents, local schools and other professionals are strong. Staff work closely with them to ensure that children are fully supported in all areas both while at the nursery and during their transitions to school.

It is not yet outstanding because

- Procedures to monitor staff's knowledge of how to plan and extend activities are not always effectively implemented to enable children in the 18 month to two years room to fully reach their learning potential.
- Some outdoor areas and activities are not utilised to their full effect to enable children to further extend and expand their knowledge and enjoyment of the wider world.

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 children in all areas of the premises and outdoors.
- The inspector looked at children's records, planning, assessment and other required documents.
- The inspector held ongoing discussions with staff and children.
- The inspector sought the views of parents.

Inspector

Becky Johnson

Full Report

Information about the setting

Sunnyside Day Nursery was registered in 2005 and is one of three nurseries owned by KinderKare Day Nurseries Limited. It is registered on the Early Years Register. It is situated in a large three-storey Victorian house in a quiet residential area close to the centre of Worcester and serves the local and surrounding areas. It operates from eight rooms and children share access to an enclosed outdoor play area.

The nursery employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or 3 and two are qualified to level 5. The nursery is open Monday to Friday, all year round, except for a week at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 108 children on roll within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- monitor staff, who work with the 18 month to two-year-old age group to ensure that they consistently plan a broad range of experiences to help children make progress towards the early learning goals
- develop further the outdoor and Forest School areas to provide children with a stimulating and well-resourced environment, which will support their development and further enhance their knowledge of the wider world.

Inspection judgements

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

Children settle well and enjoy the time they spend in this friendly, homely environment. They make good progress in their learning and development. This is because most staff plan a range of activities, which children enjoy taking part in, meet their learning and development needs and provide them with enjoyable and challenging learning experiences. However, some activities for the younger children in the 18 month to two years age range, are not always carefully planned to ensure that the next steps in their learning and development are consistently recognised and worked towards. Most staff use

observation and assessment successfully. They have carried out the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. Assessments and key person folders are shared with parents and staff include them in their child's learning. They provide parents with activities, such as a home-library book bag to encourage and support them to continue children's interest in books and reading at home.

Children's communication is supported throughout the nursery. Staff in the baby room reinforce the sounds that children make and spend time helping older, more vocal babies to expand and develop their basic communication skills. Older children's language is developing well. They chat happily together as they talk about familiar experiences. Staff have introduced activities, such as 'silly soup', to further enhance children's communication skills. Children join in a rhyme as they pretend to stir the 'silly soup' and name the objects they will find in it, which begin with the letter of the week.

Babies and younger children are supported to investigate and explore new textures and objects. They enjoy playing with treasure baskets and become fascinated by tubes, natural objects, bangles and plastic sweet jars and bottles filled with rice, which they eagerly shake amidst much laughter. Staff are exceptionally mindful when providing babies and younger children with messy play that they may not all want to share the experience. They innovatively fill rubber gloves with textures, such as jelly and shaving foam to provide babies, who are a little unsure with the tactile experience without getting their hands messy. Children in the 18 month to two years room take part in painting activities. However, staff do not always fully extend their learning and development as they do not talk to the children about textures and colours.

Most staff are exceptionally adept at introducing children to activities to meet their individual needs in a way that keeps them interested and motivated. For example, they provide children, who are interested in cutting with scissors and pages from magazines, which they put into a see-through sand tray. Older children develop wonderful imaginative skills. They go on a picnic to 'English' proudly wearing the necklaces they have made. Once they arrive, they unfold the blanket and pretend to make sandwiches with lettuce and peas. They are beginning to learn about nature and excitedly talk about Ricky and Bianca their snails, who eat lettuce and tomatoes and who climb on the snail trail string and crawl through the cardboard coils, which they have made for them. Children are supported to learn skills that will help them to prepare for school. They write their names using pens, pencils and chalks and use mathematical language in their everyday play.

All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff are skilful in recognising their individual learning needs and supporting them to join in activities at their own pace. They work tirelessly to encourage communication and physical skills, such as rolling balls and walking up and down the stairs and are extremely proud of children's achievements.

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

A well-established and effective key person system helps to promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. There are good transitions in place, both to move children throughout the nursery and on to school. Children enjoy several settling-in periods in their new room before moving, which enables them to become familiar with their new surroundings and staff. Parents are fully involved in the transition process and are able to discuss any concerns or queries they may have regarding the move. The nursery works cohesively with schools that children will be moving to. They invite teachers to visit the nursery to meet children and to observe them in an environment in which children are familiar and comfortable. This ensures that the transition between nursery and school is a positive experience for the children.

Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. They enjoy healthy meals and snacks and younger children are encouraged to begin to feed themselves. Staff in the baby room are exceptionally mindful of allergies when weaning babies and further protect children as they do not give them any foods they have not tried at home, in case of an allergic reaction.

The premises are well resourced to provide children with an environment in which to learn and develop. However, some outside areas, including the growing, digging and Forest School areas are not fully utilised to enhance children's enjoyment of the wider world. Other areas of outdoors, such as the mirror wall, are in need of restoration to ensure that children can fully enjoy them. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They teach children not to run when inside and to climb the stairs holding onto the red rail. Children behave well and there are effective systems in place to support and encourage positive behaviour and develop self-esteem. For example, staff act as positive role models and give out lots of praise for all achievements, no matter how small. Children form good relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. Children develop their large muscle skills as they use equipment, such as, bikes, climbing frames and climb on trains.

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

Children are safeguarded very well. All staff have an excellent knowledge of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and they know when and from whom to seek advice. Staff regularly discuss safeguarding procedures at staff meetings, including incidents, which have arisen at other nurseries, to ensure lessons are learnt and that good practice is observed at all times. Detailed information is recorded about important information, such as who holds parental responsibility for a child and details of who is authorised to collect

and this information is adhered to. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training.

Partnership with parents is strong. Parents are valued and their views are sought through the use of electronic questionnaires. Answers are evaluated and used to make improvements to enhance the nursery. Parents are happy with the nursery and comments received are extremely positive. They say that 'staff are lovely and thoughtful and go out of their way to provide toys children like'. Parents also say they are impressed with the knowledge and enthusiasm of staff and that the inclusion of a library system has supported their child's love of reading. Staff have forged good working relationships with other professionals involved with the children, including the speech and language therapist and other settings that children attend. This helps them to support all children to reach their development goals and ensure that their individual needs are routinely met.

The management team are generally able to identify the strengths and weaknesses of the nursery and are proactive in implementing the necessary changes to sustain improvement. However, recent changes to the management structure has resulted in some areas, such as the monitoring of planning and assessment in the 18 month to two years room, not being stringent enough and as a result, there are inconsistencies in staff's practice in this area.

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	EY302439
Local authority	Worcestershire
Inspection number	923859
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	83
Number of children on roll	108
Name of provider	KinderKare Day Nurseries Ltd
Date of previous inspection	29/02/2012
Telephone number	01905 23973

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

