

Sunshine Nursery

Cricket Pavilion, Sutherland Memorial Park, Burpham Lane, Guildford, Surrey, GU4 7LP

Inspection date

10/02/2014

Previous inspection date

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 make good developmental progress because staff use their skills and expertise to shape and promote children's learning through a range of interesting and challenging activities and resources.
- Children are confident, motivated and enthusiastic learners because staff interact in their play in a very positive way, and encourage them to use their own ideas and think about ways of doing things.
- Staff work closely with parents to meet children's individual needs and involve them in activities.
- Staff constantly review and evaluate their practice; they introduce new initiatives that provide children with good quality learning experiences.

It is not yet outstanding because

- Staff do not always use daily communication with parents to promote continuity in children's learning, by keeping them up to date with the next steps for children's development.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the indoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation; she checked evidence of suitability and qualifications of practitioners working with children, and the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

Sunshine Nursery was registered in 2013, having previously been registered since 2005. It operates from two rooms within the Cricket Pavilion in Sutherland Memorial Park, Guildford, Surrey. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is open each weekday from 9.15am to 12.45pm, term time only. There are 22 children on roll in the early years age range. Children have access to an outdoor play area and community field within the park. Six staff work with the children, all of whom hold appropriate early years qualifications at level 3 and above. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- strengthen communication with parents about the next steps for children's individual learning, to promote continuity in their development.

Inspection judgements

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

Children are provided with a good quality learning environment because staff are well qualified, experienced and tailor their approach to meet children's individual needs. They know all the children very well and work together effectively as a team to help them make good progress. Consequently, children are well prepared for their future learning and starting school. Staff use planning in a flexible way that takes account of children's interests. Consequently, children are fully engaged, motivated in their play and enjoy learning. Staff are very observant of the choices children make, and ask them questions that encourage them to consider and try different approaches during activities. They stimulate children's interest through good levels of attention, and help them to make plans, talk about what they want to achieve, and review their own progress and successes. Consequently, children show very good self-confidence and co-operation as they choose to play games together in small groups and make joint decisions. Children enjoy the involvement of staff in their play, for example, as they brush and style their hair in a pretend hairdresser's salon.

Staff extend children's pre-writing skills, for example by giving them clip boards and paper to use for mark making in all areas of the provision. They encourage them to draw their own 'grand designs' in relation to a role-play construction area and describe the purpose of their buildings. Children make large scale models, for example 'garden helpers' created from flower pots, which they dress in real clothes. Staff support children well while

encouraging them to think of the next step during their play, so they come up with their own ideas. They are very receptive to what children say and embrace their ideas, while helping them make connections, and understand and express their feelings and emotions. Staff give children time to talk freely about what they do at home and encourage parents to stay as long as needed to settle new children. Children are taken on outings to a local garden where they learn about the features of living things as they help plant and harvest fruit and vegetables. They feed chickens and collect the eggs to take home. Staff provide lots of adult-led cooking activities that promote children's sensory development.

Staff introduce interesting resources and are skilled at using activities to extend children's learning. For example, they provide them with heart-shaped sweets to count and place on number lines. They adapt questions to extend the learning of more able children and embrace the suggestions they make. Staff plan activities on the adjacent field where children find leaves and sticks to put in a mud kitchen. They concentrate very well as they listen to stories, dress up and use props to act out stories, for example about the moon. Children learn how things work as they adjust the volume on a keyboard, use the computer and under adult supervision, use real tools for mending broken furniture. They show delight as they take part in large group parachute games and learn to control their movements as they follow staff instructions. Children develop good independence and self-care skills, for example as they wash up their cups and plates after snack time.

Staff have a good knowledge of children's individual needs, progress and their next steps for learning. They constantly share their observations and assessments with each other, and engage and involve parents in activities and children's learning. Children make dry cookie dough mix, which they take home in jars to continue using at home. Staff ask parents to share photographs and objects of anything exciting in children's home lives, which are used for discussion and to plan related activities. The manager regularly e-mails photographs of children playing, so that parents are well informed about activities. Staff establish two-way communication with parents and give them feedback at the end of each session about children's achievements. However, the discussions they have with parents on a daily basis are not enhanced through providing information about the next steps for children's learning. This reduces continuity in children's learning and development.

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

Children are happy, independent and very motivated in their play because staff make sure the resources are challenging and linked to children's interests. For example, they create a role-play shoe shop with boxes and old shoes, which captures children's enthusiasm and imagination. Children form very good friendships with others and often choose to play together. Staff notice what arouses children's curiosity and talk with them in a positive and encouraging way. Consequently, children show good self-confidence as they say what they know and understand, and use their own ideas during play. Staff help new children settle and feel secure by giving them plenty of time to get used to being in the provision. Children are very well behaved, polite and freely share the resources without adult intervention. Staff spend time talking to children when there are minor incidents, which successfully helps them to be kind to others and understand that some children can do

things that others cannot. Consequently, children develop an awareness of other's needs, show concern and freely offer help at appropriate times.

Children's good health is fully promoted. They choose to play outside throughout each session and make use of Wellington boots and waterproof capes to keep themselves dry. Children are provided with nutritious food and help prepare fresh fruit and vegetables for snack time. Younger children are supported with using the toilet and provided with privacy while having their nappies changed. Staff provide children and parents with a very welcoming and friendly environment. Consequently, children enjoy being at the provision and have access to a good range of indoor and outdoor activities and resources. Staff make good use of the small outdoor play area and field to extend children's learning. For example, children play in a mud kitchen, discover that using chalk on the ground in wet weather changes the colour of puddles, use building blocks and play ball games. Staff encourage children to identify and talk about potential hazards, which helps them to learn about their own safety. For example, children know that large constructions are unsafe if they build them too high, unless they use the soft mats available. Their good understanding of how to keep themselves and others safe can be seen as they spontaneously decide to use safety cones from the construction area to section off the snack table and talk about the reasons for this.

Staff plan activities that help children develop a good awareness of the needs of other people. For example, children make scarves and wear them during nationwide events, such as 'sing and sign'. The manager downloads videos onto tablets for them to learn in advance, which successfully promotes their enthusiasm for taking part. Children's growing awareness of diversity in society is promoted through a wide range of activities. For example, they make lanterns, try dumplings made by a parent and make large scale pictures of a dragon in recognition of Chinese New Year. Staff help children learn about the meaning of these celebrations through reading books and showing them examples of Chinese writing in newspapers. They make good use of snack time for children to try food from other countries that links to different festivals. Children move smoothly between the provision and school because they are emotionally well prepared and are enthusiastic learners.

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

All staff, including the manager, have attended child protection training and have a good knowledge of the action to take if they are concerned about a child. The manager regularly reviews staff understanding of child protection policies and procedures, to ensure they are effectively implemented in everyday practice. She works with parents and social services to facilitate 'team around the child meetings' in the provision. This provides support for parents and intervention to safeguard children's welfare. Staff supervise children well at all times as they choose to play inside and outside. They complete risk assessments for the premises, outings and activities to maintain children's safety, for example for cooking activities and barbeque events. There are robust recruitment procedures in place to check that staff are suitable to work with children. All staff have

completed appropriate checks.

The manager has just finished an early years degree and uses knowledge she has gained to look at all aspects of the provision with fresh eyes. Consequently, all staff are now included in reappraising every aspect of the provision and make changes that improve outcomes for children. For example, children's language and co-operation skills have been significantly developed through the introduction of outdoor resources, such as a mud kitchen. The manager has created signs for each area of learning, which include the resources that children can use and what adults can do to promote learning. This helps staff, students and parents to understand how their involvement benefits the children. The manager completes annual appraisals to identify staff's training needs and their continued suitability to work with children. She uses her own observations of working alongside staff to give them regular feedback about their practice. Staff often enter into group discussions about how activities can be improved next time. Since registration, the manager has attended training that has prompted her to adapt planning, so that staff are now more actively involved with sharing their ideas. Staff constantly review and make adaptations to the systems they use for monitoring activities, areas of learning and children's progress. They have devised a system that quickly enables them to identify any gaps in children's learning.

Self-evaluation is good, due to the increased involvement of staff in reflecting on the quality of the provision. Consequently, they have developed confidence in sharing their extensive knowledge of children's learning, to make suggestions that drive improvement, for example changes to the layout of the room and resources to capture children's interest. This includes putting books and clip boards with writing materials in the imaginary play and outdoors play areas. Consequently, all children now make good use of these resources because they see a purpose during their play. Parents are asked for their views about the provision and staff act on their suggestions to make continuous improvement. For example, they have obtained resources for children to make large constructions outdoors. Plans for driving future improvement include continuing to review planning so that it links more closely with next steps for children's learning.

Staff communicate with other providers to identify all children's needs and ensure they receive continuity in their care and learning. They complete a daily communication form for childminders, with information about the activities children have used to help them to build on what children learn in the provision. Parents' comments during the inspection show they are happy with the provision. For example, they say 'the staff have a very personal touch' and 'my child really enjoys herself and is very happy to attend'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY465245
Local authority	Surrey
Inspection number	926306
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	22
Name of provider	Sunshine Nursery (Guildford) Limited
Date of previous inspection	not applicable
Telephone number	01483 827164

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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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