

# Sunnyside

192 Merton Road, South Wimbledon, London, SW19 1EG

<b>Inspection date</b>	31/03/2014
Previous inspection date	05/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- A well-qualified staff team provide children with many interesting activities that constantly engage and challenge children enabling them to reach their potential.
- Children are safeguarded well. It is because all staff fully understand their individual responsibilities to protect children from harm.
- Effective partnerships with the local community and other settings support children's readiness for school.
- Partnership working with parents is very strong and supports continuity in children's learning and well-being between the nursery and home.

### It is not yet outstanding because

- Staff do not consistently encourage children to help in the planning of their activities and outings to enhance their learning.
- Children's achievements are not consistently noted to ensure all staff and parents are fully aware of their good progress.

## 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 teaching and learning activities both inside the hall and in the outside area.
- The inspector carried out a joint observation with the owner of the setting.
- The inspector spoke to children, the manager, staff and parents at appropriate times during the inspection.
- The Inspector took account of the setting's written self-evaluation.

## Inspector

Gillian Cubitt

## Full report

### Information about the setting

Sunnyside Nursery registered in 1970. It is situated in a Territorial Army building close to South Wimbledon tube station in the London Borough of Merton. The nursery uses the lobby and large hall with kitchen and toilet facilities. Children have access to an enclosed outside play area. The nursery opens each weekday from 9am to 1pm for 44 weeks of the year. Children come from the local and wider catchment areas. The nursery supports children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery provides wrap around care for a number of children attending schools in the local area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 24 children aged from two to under five years on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years.

The nursery employs seven members of staff. Of these, all hold an appropriate early years qualifications at level 2 to level 6.

### What the setting needs to do to improve further

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

- build on existing good quality observations of children's progress, by consistently recording children's achievements, so all staff and parents are aware of their progress
- enhance opportunities for older children to develop independence, understanding of the world and their literacy skills by including them in organising diaries of activities and future outings

### Inspection judgements

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

A team of knowledgeable staff show how they effectively support children's learning using a range of teaching methods together with good resources. Staff's teaching skills and enthusiasm influences children's motivation to play and learn, helping them to make good progress. Staff support children's learning by knowing them very well. Accurate observations and interesting activities also underpin children's advancement. However, on occasions, staff do not record children's achievements to enable other staff and parents to see their progress.

Children show they are confident and independently sustain their concentration in their chosen activities. For example, very young children enjoy being painters and decorators, carefully painting water on the brickwork outside. They watch as the brick colour deepens because of their actions. Older children puzzle with investigating how to connect bricks and wheels and persevere with the activity until they fit. Staff's teaching skills encourage children's fascination for building. They develop children's abilities by providing a good range of resources that enable children to experiment. The large play stones are a favourite because of their differing shapes and sizes. Children start to build one stone on top of the other to try to balance them. Staff suggest to children different methods of balancing the blocks which the children eagerly try. As the tower grows, staff make children aware of how many blocks they are using. Children start to count and staff suggest that they can compare the size of the tower to themselves. This helps children to develop their mathematical knowledge through this practical application. Furthermore, staff continue to extend this fun activity by suggesting children build equal towers. This improves children's descriptive vocabulary as well as enabling them to learn early words that link to problem solving and mathematics. Children begin to ask questions as to why buildings fall down and how they stand upright. Staff provide support to develop children's curiosity through learning. Consequently, children are well-equipped for the next stage in their learning.

Staff encourage children to enjoy books to improve their early literacy. Staff separate children into two groups for story times to help to ensure that they capture children's interest. Younger children listen well while looking at the pictures while staff challenge older children to describe what they see. Children have opportunities to use crayons, paints and pencils to practise writing. However, staff miss opportunities to enhance their developing writing skills and their understanding of the world. For example, by involving them in the planning of future activities, such as keeping diaries or organising outings.

Parents are encouraged to be involved with their children's learning in many ways. For example, they look at their children's learning journals and comment on their progress. They have daily discussions with staff and they are involved in the progress checks for their two-year-old children. Parents are extremely positive about the nursery experience for their children and say staff and managers provide parents with good support in all areas of their children's welfare and development.

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

This is a stimulating, child friendly and enabling play environment where children and their families are made to feel welcome. Parents value that settling in processes are unique to their children and they are able to spend as much time as they want during this period to build the strong bonds that help children to be confident when left for the first time. The attractive, large play hall with well-chosen resources, furniture and equipment enables staff to effectively support children's all-round development. Cosy and inviting book and small group areas entice young children to relax and enjoy stories with their key persons. This supports children's emotional well-being. Staff manage children's overall health well,

particularly with the strong emphasis on children playing outside in the fresh air to get plenty of exercise.

Children are encouraged to care for their environment through recycling used boxes as part of their play activities. This encourages them to use their imagination and extend their own play. Children also collect natural items to display on the nature table which helps them learn about the natural world and the changes in the seasons. Children learn about nature by looking at pictures of birds and hedgehogs. Staff talk about nests and children make bird mobiles with twigs and small pieces of wood and string. Children see how nature makes good use of different resources to build their homes. Children also experiment by using everyday materials for their activities. For example they use tights, compost and grass seed to create 'hairy hedgehogs'. Staff talk to children about topical matters such as climate change. Staff also involve parents with information sheets of children's projects so they can continue their knowledge of energy and recycling at home.

Children behave well because they emulate the examples given by staff. For example, staff speak gently with the children ensuring that all children are aware of each other so that all feel included. Staff and children particularly enjoy learning about other cultures and languages of the children who attend. Parents welcome the opportunity to share their customs during special celebrations by contributing to children's projects at these times. This creates a rich, inclusive nursery environment where children learn the value of differences and diversity.

Established routines and good relationships with their key person makes children feel they belong. They know what happens next at any point during the day and they are learning to keep themselves safe. This is because both staff and children follow the same rules and, together, they discuss problems to achieve a resolution. Staff actively encourage older children to take responsibility by helping the younger members of the group. For example, they help each other when children put their coats on to go outside and when using more challenging equipment such as the climbing frame and balancing the blocks.

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

The management and staff implement good procedures to safeguard children and protect their welfare at all times. The provider ensures that all the staff have a good understanding of their roles and responsibilities with regard to child protection and safeguarding their welfare. Their recently reviewed safeguarding policy provides staff with a clear procedure to follow if there are any concerns about a child's welfare to help keep them safe. Staff are also fully aware of the reporting procedures to follow if concerns arise about the suitability or conduct of a member of staff, to enable them to protect children. Records, documentation and policies are readily available for inspection and these include risk assessments, accident records and systems in place to record details of any medication administered to children. The efficient deployment of staff means that children are closely supervised at all times and therefore keep safe. Management carry out robust vetting to make certain staff are suitable to work with children and most staff hold a

current qualification in paediatric first aid. This means children's welfare is secure and staff take appropriate action in the event of accidents.

The strong leadership team is committed to improving the service they provide and the outcomes for children. Managers and staff work as a cohesive group with the single aim of providing high-quality childcare. Therefore, the team are highly motivated, enthusiastic and work together to evaluate the nursery provision to identify priorities for improvement. The management implement good induction procedures, hold regular staff meetings, training opportunities and annual appraisals. All this helps to ensure staff feel valued and their contributions are recognised, which shows in the quality of their teaching.

Staff and parents work together particularly well. Parents receive a prospectus and are encouraged to read the nursery's policies which are also available on their website. Staff have a good understanding of the importance of sharing information with other providers. They send written final assessment reports of children's progress to schools and other settings that the children attend.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	138203
<b>Local authority</b>	Merton
<b>Inspection number</b>	959928
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Pearl Alphonse
<b>Date of previous inspection</b>	05/07/2011
<b>Telephone number</b>	020 8337 0887 mob 07831180558

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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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