

Sunnyside at Ashley School

Back Lane, ASHLEY, Cheshire, WA15 0QH

Inspection date

26/06/2014

Previous inspection date

17/03/2009

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 requires improvement

- Partnerships with parents are a strength. Parents feel welcome and supported and as a result, their children arrive at the nursery happy, confident and ready to learn.
- Partnerships with other professionals are effective and ensure that children with special educational needs and/or disabilities are included and make good progress.
- Children are safe in this nursery. Safeguarding procedures are in place and understood by all practitioners. Risks are managed well so that children can play safely indoors and outdoors.
- There is clear commitment by the provider to improving the nursery. Children benefit from a well-equipped learning environment, including the recently established secret garden.

It is not yet good because

- Assessment of children's progress is not linked to the typical development for their age, and as a result, the planning for learning sometimes lacks challenge.
- Monitoring of teaching is not always effective in providing practitioners with clear targets for their professional development to improve the quality of teaching.
- Daily routines are not always used effectively to support children's learning and independence.

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 play rooms and the outside environment.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector met with the two managers of the nursery.
- The inspector looked at assessment, planning and observation documents.
- The inspector checked evidence of suitability and qualifications of all practitioners and managers.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Susan King

Full report

Information about the setting

Sunnyside at Ashley School was registered in 2008 and is privately owned. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates in the village of Ashley, Cheshire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 9am until 3pm, during term time. Children attend for a variety of sessions. Children are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 37 children on roll. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently eight staff working directly with the children, six of whom have an appropriate early years qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that the assessment of children's progress accurately reports their achievement on entry and that ongoing assessment informs planning for learning that challenges all children across the areas of learning and development.

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

- develop effective systems for monitoring teaching so that weaknesses can be identified and practitioners know what they must do to improve
- review routines, for example, snack time, to ensure that all opportunities for children to learn and be independent are recognised and harnessed.

Inspection judgements

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

The activities provided engage the majority of the children and provide sufficient coverage of the areas of learning and development. For example, children participate with practitioners in board games. As a result, they learn to take turns, count, calculate and learn the names of everyday items. Children enjoy working with play dough and this supports their physical development as they squeeze the dough and learn to handle tools. Practitioners ensure an appropriate balance between adult-led activities and those chosen by the children. For example, when children choose to complete a large floor puzzle a

practitioner gives just enough help to ensure that the task is completed successfully. As a result, children leave the activity with a sense of achievement that motivates them as they decide what to do next. The suitable deployment of adults allows one practitioner to work with individual children as they learn to use scissors. Children demonstrate a desire to learn that is generally well-supported by the range of activities offered. For example, children learn about growth as they watch and handle the chicks that hatch from their eggs, then welcome them back several weeks later and observe what has changed. They participate in musical movement activities and find out how difficult it is to walk about with a beanbag on their head. However, teaching is variable. As a consequence, activities sometimes lack challenge and interest for the older and more able children.

Practitioners record observations of children and add them, alongside photographs and examples of children's work, to scrapbooks that record their time at the nursery. As a result, children leave the nursery with a record of their growth and development. The progress check for children between the ages of two and three years, is completed for the prime areas of learning and development and is shared with parents. However, when observations are recorded or summarised, they are not linked to examples of typical development relative to the child's age. As a result, assessment does not robustly ensure that concerns are identified in a timely way and that children make best progress. Furthermore, it does not support the planning of challenging and engaging activities for all children, in particular those who are older and more able. Children learn and follow suitable routines at the nursery. They learn to tidy up and to follow instructions. For example, they know that snack time starts with a few quiet moments, as they listen to gentle music and rest their heads on their arms. Children have frequent opportunities to link sounds with letters and to recognise numbers. Children are therefore adequately prepared for the next stage of their education. However, some daily routines are mundane and opportunities for children to learn are missed. For example, when children eat snacks, staff are more occupied supervising the children than engaging with them in a meaningful way.

Partnerships with parents are strong. Parents provide information about their children's interests and learning when they are admitted to the nursery. They are supported to continue children's learning at home. News from home is shared daily and children bring items to share at group time. The nursery often uses resources brought in by families to enhance learning. For example, at harvest time a sheaf of wheat is supplied which leads to a bread making activity. Close working partnerships with other professionals ensure that children with special educational needs and/or disabilities are included and make good progress.

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

Relationships in the nursery are secure. Children are confident as they play and explore. Children have a named key person, and parents report that they can approach all practitioners to discuss their children. They comment that the practitioners 'make you feel that your child is the only one here'. The relationship between home and nursery supports children's developing self-awareness and self-confidence. As a consequence, children are emotionally well prepared when they start school. Practitioners are calm and provide

suitable role models for children. They manage behaviour appropriately. For example, they distract children who are becoming boisterous.

Practitioners teach rules to children, which help to keep them safe. For example, they learn to walk, and not run, indoors. Practitioners talk to children about the importance of washing their hands before eating. This aids children in understanding the importance of good hygiene. The environment is safe and welcoming both indoors and outdoors. Resources are plentiful and suitable. The secret garden provides an especially rich learning environment, where children become absorbed in imaginative play under the willow dome and explore the properties of natural materials while filling containers in the gravel kitchen.

Children eat a light snack of toast and fruit. This helps to ensure that they make healthy choices as they grow. There are plenty of opportunities for children to exercise in the fresh air in this rural nursery. For example, the children participate in an annual sports day on the nursery field. Children's independence is fostered as they choose where to play and negotiate the rules for invented games with their friends. However, some daily routines are not organised to fully support children to learn new skills and be independent.

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

The managers have a suitable understanding of the safeguarding and welfare requirements. The safeguarding policy is effectively shared with parents. Regular training ensures that practitioners know what to do if they suspect that any child in their care is at risk of harm. The whole nursery team recently refreshed their first-aid training and know what to do if a child becomes ill or is injured. There are appropriate written communication systems in place to ensure confidentiality, when medication is administered and when accidents are reported to parents. Recruitment processes are adequate to ensure that newly recruited practitioners are vetted before they start work at the nursery. All practitioners follow an induction and annual appraisal process, which ensures their continued suitability for the role.

The managers demonstrate satisfactory knowledge of the learning and development requirements. There is a consistent approach to the recording of observations of what children know and can do. Practitioners show that they know the children well and they provide suitable activities linked to some observations. However, because observations are not linked to the typical development of children in the Early Years Foundation Stage, managers do not accurately monitor children's learning and development. As a consequence, concerns about children's development are not identified early and not all children make good progress. Managers aspire to improve the nursery. They make effective plans to improve the environment and they invest in resources. However, managers do not routinely monitor the quality of the teaching in the nursery, so as to inform the effective supervision of practitioners. As a consequence, the plans for professional development lack the necessary focus to ensure that teaching improves quickly.

The nursery has strong partnerships with parents. Regular newsletters inform parents about the plans for new topics. Parents are consulted about changes proposed for the nursery. Parents value the support that the experienced staff team provide. There are supportive partnerships with local schools and this ensures that children have a smooth introduction to the next stage of their education. The nursery works closely with other professionals, to ensure children with special educational needs and/or disabilities receive targeted support.

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	EY373157
Local authority	Cheshire East
Inspection number	873772
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	37
Name of provider	Sunnyside at Ashley School Partnership
Date of previous inspection	17/03/2009
Telephone number	0161 9268488

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

