

# Sunnyside at Ashley School

Back Lane, Ashley, Cheshire, WA15 0QH



## Inspection date

26 January 2015

Previous inspection date

26 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff provide a wide range of resources and experiences, which they base around children's interests and individual learning needs. As a result, children make good progress in all areas of their learning and development.
- Caring and sensitive staff provide a nurturing environment where children are valued. This fosters a strong sense of belonging and community, which promotes children's emotional well-being.
- Staff give high priority to safeguarding children and providing a safe and secure setting for them to play and learn.
- The nursery values the role of parents and has very effective partnerships in place with other professionals and settings. This ensures children benefit from a consistent approach to their care and learning.
- Managers have a strong commitment to promoting high-quality improvement. All of the actions and recommendations raised in the previous inspection have been thoroughly addressed.

### It is not yet outstanding because:

- There are fewer opportunities for children to see numbers and words in the outdoor environment.
- Children do not have many opportunities to see positive images of people from a variety of backgrounds.

## What the setting needs to do to improve further

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

- enhance opportunities for children to see numbers and words in the outdoor environment, in order to enrich their early writing and mathematical skills
- support children further to gain an awareness of people who are different from themselves, for example, by providing more positive images of adults and children with diverse physical characteristics.

### Inspection activities

- The inspector observed activities in all playrooms and the outdoor learning environment.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and checked evidence of the suitability of staff and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Sharon Hennam-Dale

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff know all of the children exceptionally well, including their individual needs, characteristics and interests. This helps children to make good progress and be ready for the next stage in their learning. An effective process of observation, assessment and planning for children's learning is implemented to provide a clear picture of children's progress and development over time. This information is used to plan a good balance of child-initiated and adult-led activities that capture children's imagination. Staff promote children's emerging language and mathematical skills well to extend their critical thinking, creativity and communication. For example, children enjoy weighing and measuring ingredients as they make cakes. They explore capacity as they investigate pouring water into different size containers. There is room to enrich opportunities for children to see numbers and words in the outdoor environment, in order to maximise their early skills.

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

Children are happy, settled and confident. They develop strong emotional bonds and secure, trusting relationships through the effective key-person system. Staff comfort new children if they become unsettled and engage them in play activities. Staff are positive role models and praise children regularly, which builds their high levels of self-esteem. Consequently, children behave exceedingly well and have exceptional manners. Children are supported well in developing a healthy lifestyle. They have regular access to fresh air, exercise and outdoor play, along with healthy and nutritious snacks. They are encouraged to be independent learners as they access their own resources, serve their own snacks and manage their own personal care. The move to school is managed through a very good partnership with the local school and other professionals. Staff promote equality and diversity well through activities based around cultural festivals. However, children do not have as many opportunities to see positive images of people from a variety of backgrounds.

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

Managers demonstrate a secure understanding of the safeguarding and welfare requirements and their responsibilities in ensuring children are kept safe at all times. Clear policies and procedures are implemented. This includes appropriate recruitment and vetting procedures to ensure all staff are suitable to work with children. Staff are reflective and use self-evaluation and training well to drive improvement. This results in positive changes being implemented. Tracking systems have been developed and are monitored by managers to identify any gaps and ensure individual children are making good progress towards the early learning goals. Regular supervision and observations of staff practice continue to be embedded to support them in improving outcomes for children. Feedback from parents is extremely positive. They would recommend the provision to others and feel that their children are making good progress and are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY373157
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	981720
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Sunnyside at Ashley School Partnership
<b>Date of previous inspection</b>	26 June 2014
<b>Telephone number</b>	0161 9268488

Sunnyside at Ashley School was registered in 2008 and is privately owned. It operates in the village of Ashley, Cheshire. The nursery opens each weekday from 9am until 3pm, during term time. The nursery receives funding for the provision of free early education for three- and four-year-old children. There are currently eight staff working directly with the children, six of whom have an appropriate early years qualification.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

