

Sunshine Nursery

Christ Church School, Crawley Way, Chadderton, Oldham, OL9 9ED



Inspection date

14 May 2015

Previous inspection date

21 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children form warm and trusting relationships. Staff are good role models as they interact with each other. This helps children to learn about appropriate behaviours.
- Leaders and staff are fully committed to improving the nursery further. They have an accurate understanding of the nursery's strengths and target developments thoughtfully, enhancing the range of opportunities for children to learn more rapidly.
- Staff are well qualified and are passionate about promoting children's learning and development. They observe and assess children's progress regularly and use this information effectively to inform future planning. As a result, all children, including those who have special educational needs and/or disabilities, make good progress from their starting points.
- Management and staff develop good partnerships with parents and other professionals. They work together to promote children's development. Staff keep parents informed of their child's progress and frequently share information.
- Management effectively implement good recruitment and safeguarding procedures. Staff have attended recent safeguarding training. Consequently, staff display a clear understanding of the signs and symptoms of abuse, and who to contact should they be concerned about a child's welfare. This helps staff to ensure children are protected.

It is not yet outstanding because:

- Occasionally, staff are not fully successful in ensuring group-based activities help all children to remain focused on meaningful activities.
- The monitoring of staff practice is not always carried out regularly enough, in order to identify how to enable children to reach the highest levels of achievement.

What the setting needs to do to improve further

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

- improve the planning of group activities, so that children are able to remain focused on the activity
- develop ways to monitor the quality of teaching, so that staff can reflect on the impact they have on children's learning.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors, and sampled children's assessment records and planning documentation.
- The inspector held a meeting with the manager and checked evidence of the suitability and qualifications of staff, and management's knowledge and understanding of the requirements of the Early Years Foundation Stage.
- The inspector took account of the views of parents, and spoke with staff and children.
- The inspector carried out a joint observation with the provider.

Inspector

Emma Allison

Inspection findings

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

Children are motivated to learn and actively engage in a good range of activities. For example, after a story session young children use wooden blocks to build models, representing the house of a popular fairy tale. Highly qualified staff model very good, and sometimes outstanding, teaching practice. As a result, children gain the key skills needed to be ready for school. Staff constantly offer praise and encouragement to increase children's confidence and awareness. Children independently access their own play materials through a well-resourced and stimulating environment. As a result, children are motivated to learn. They know the daily routines and participate in small and large group activities. However, during whole class group times, children are less focused while waiting for their turn. Staff make the most of opportunities to develop children's mathematical skills during play opportunities. For example, children use magnifying glasses to count the legs of mini-beasts during outdoor play. Staff fully promote children's understanding of the world around them. For example, staff provide pictures and resources that reflect positive images and children learn about different traditions, customs and beliefs.

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

Staff have worked hard to develop robust partnerships with parents and other professionals. They build a shared approach to children's care and learning, to make sure each child's learning needs are promoted. Parents engage well with the nursery and are involved in their children's learning and development. Staff also work closely with them to support them in continuing their children's learning at home. All children enjoy playing outdoors, and practise their developing physical skills through racing games, and on large equipment, such as the wooden balancing beams. Staff help children understand the effect of exercise on their bodies by encouraging them to feel the change in their heartbeats. Children are provided with a healthy balance of food and drinks during the session, promoting healthy living and hygiene practices.

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

Clear self-evaluation identifies strengths and areas for development. Managers demonstrate a strong drive to make improvements, and take on board new ideas that benefit all children and their families. Staff meetings are organised by the manager, who works within the team and reviews practice. However, staff supervisions are not yet carried out frequently enough to highlight and address minor weaknesses in teaching. Leaders effectively track groups of children to accurately review progress of all children. Consequently, all children are making good progress in their learning. Leaders have established good links with the local primary school. Teaching staff visit the children before they transfer to the school site, to ensure a smooth transition on to the child's next phase of learning.

Setting details

Unique reference number	EY293678
Local authority	Oldham
Inspection number	861485
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	55
Name of provider	Sunshine Nursery Chadderton Ltd
Date of previous inspection	21 November 2011
Telephone number	0161 652 2773

Sunshine Nursery was registered in 2004. There are seven staff who work with the children, three of whom hold a qualification at level 3, two staff members hold a qualification at level 4 and one member of staff holds a qualification at level 5. One member of staff holds a qualification at level 6. The nursery is open 50 weeks of the year from 8.30am to 3.30pm, Monday to Friday. The nursery supports children who have special educational needs and/or disabilities, as well as those who speak English as an additional language.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

