

# St Oswald's Sunshine Club

St. Oswalds C of E Infant & Nursery School, Church Street, DURHAM, DH1 3DQ



## Inspection date

28 August 2015

Previous inspection date

10 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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		Outstanding	1
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

- Staff communicate well with parents. They collect a wide range of information about what their children like, know and can do before they start at nursery. This helps staff to plan effectively to meet the individual needs of all children.
- Staff successfully promote children's good health. They enjoy healthy snacks and drinks. They spend regular time outdoors in the fresh air, experiencing all types of weather.
- Children develop secure relationships with their key person. The key-person system works exceptionally well to encourage children to feel welcomed and valued. Children are happy, confident and feel emotionally secure.
- Children's behaviour is exemplary. Staff are excellent role models. They have high expectations of children and provide them with clear boundaries and routines.
- Staff have very good links with the integrated nursery and primary school, and work closely with teachers to ensure children are well prepared for their future move. This helps to promote continuity of care and learning.
- Staff demonstrate an excellent understanding of how to protect and safeguard children. They fully understand their roles and responsibilities. This means that the welfare of the children is exceptionally well promoted.

### It is not yet outstanding because:

- Staff do not always use effective questioning techniques to help children extend their critical-thinking skills further.
- Assessments do not currently provide a detailed analysis of the progress made by groups of children.

## What the setting needs to do to improve further

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

- focus teaching more precisely, in order to encourage children to think and solve problems
- improve the already good assessment of children's learning by providing a more detailed analysis of the progress of groups of children.

### Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at documentation, including children's records, learning and development information, staff suitability checks and records, self-evaluation, and a selection of policies and procedures.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Julie Campbell

## Inspection findings

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

The quality of teaching is good. Staff provide a range of interesting activities to promote children's learning and development across the seven areas. Staff undertake observations of children as they play. This enables them to effectively assess and plan activities for their individual next steps in learning. Good questioning techniques help to promote children's language and thinking skills. However, sometimes staff do not give children sufficient time to think about how to solve problems. Staff encourage children to be independent through play activities and during daily routines. Staff meet with parents at the start to obtain information about children's interests and what they enjoy. Regular assessments of children's learning are shared with parents. This enables them to continue to support their children's learning at home. Staff support children's mathematical understanding through a variety of activities which encourage them to count, measure and recognise shapes. Children are keen and eager to learn. This helps them to gain the skills needed for their next stage in learning, including school.

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

Children's behaviour is exemplary. Children are able to resolve issues and take turns, with little support from staff. Staff give children lots of praise and clear explanations about conduct. They have successfully created a remarkably caring and secure environment where all children are warmly welcomed and feel extremely well supported. A gradual settling-in process promotes children's well-being. Children who have only been in the setting for a number of days demonstrate high levels of confidence and a strong sense of belonging. Staff position themselves well to interact with children at their level and they engage extremely well. Staff provide a learning environment which offers an exceptional range of resources that children of all ages independently select from and explore. Children have excellent opportunities to be physically active and develop their coordination skills. They have access to a well-equipped outdoor space which provides risk and challenge. Children develop an excellent understanding of how to take risks and stay safe.

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

Managers and staff work together to provide good quality care and education for children. They consistently assess children's progress. However, they do not compare the assessments to provide a detailed analysis of the progress made by specific groups of children. Staff benefit from regular supervision and are supported well to improve their already good practice. They access training and support from the local authority, which leads to improvements in practice. The provision works very closely with the local school to successfully support children's good learning and development. Children who speak English as an additional language are well supported, with good procedures in place for the setting to liaise with other agencies. Self-evaluation is used well and takes the views of children, staff and parents into account. It identifies priorities for improvement which focus on raising standards, in order to improve outcomes for children.

## Setting details

<b>Unique reference number</b>	EY290175
<b>Local authority</b>	Durham
<b>Inspection number</b>	848753
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	18
<b>Name of provider</b>	St Oswald's Sunshine Club
<b>Date of previous inspection</b>	10 January 2012
<b>Telephone number</b>	01913868322

St Oswald's Sunshine Club is owned by a limited company and was registered in 2004. It operates from St Oswald's Church of England Primary School in the centre of Durham. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.50am to 6pm. The nursery employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery provides funded early education for three-year-old children.

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