



Sunnyside Nursery School

Inspection report for early years provision

Unique Reference Number	142882
Inspection date	07 June 2006
Inspector	Carole Argles
Setting Address	Whitechurch Lane, Henstridge, Somerset, BA8 0PA
Telephone number	01963 362454
E-mail	
Registered person	Amanda Bakewell
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunnyside Nursery School is privately owned and opened in 1988. It operates from a detached building situated on land behind the owner's house, in a rural position in Henstridge, Somerset. The accommodation consists of one main room, a smaller annexe, toilet area and kitchen. The children have access to enclosed outdoor play areas.

A maximum of 25 children aged two to under eight years, may attend the nursery at

any one time. The nursery is open on weekdays between 08.00 and 18.00 for 50 weeks of the year, with hours according to demand. Children attend for a variety of sessions.

There are currently 22 children aged from two to four years on roll. Of these, 17 children receive funding for early education. Children come from a wide catchment area. The nursery currently has no children who have disabilities or learning difficulties but supports a number of children who speak English as an additional language.

The nursery employs five members of staff. Of these, three hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The premises, toys and equipment are clean for the children to use. The staff take satisfactory hygiene precautions to safeguard the children's health, for example, by wiping tables with antibacterial spray before meals. The children learn good hygiene routines and always wash their hands before eating and after using the toilet and outside play. However, although paper towel is provided, the children frequently use a communal cloth towel for drying their hands and this increases the risk of infection spreading between them. All staff hold an appropriate first aid certificate. They maintain suitable accident and medication records, which are shared with parents ensuring they are fully informed of any incident involving their child. Staff promote sun safety and children discuss the importance of wearing hats and sun cream to protect their health when playing outside.

The children eat packed lunches provided by their parents. The staff provide a satisfactory mid-session snack of a drink and a biscuit but do not offer a wide variety of other foods such as fresh fruit. Drinks are generally provided by the parents and are available for the children to take on request. Staff have a sound understanding of the importance of respecting children's specific dietary requirements and of the possibility of allergies. They request that no nut products are brought into the nursery thus promoting the children's safety. Meals are sociable times and the children begin to learn good social skills. They help give out the plates and sit and talk with their peers and staff.

The children have daily exercise either in the very large garden area or a smaller enclosed paved area. They have boots available so that they can play outside in all weathers. They enjoy running freely and using a range of age-appropriate play equipment including wheeled toys, a climbing frame and slides. This promotes a healthy lifestyle and children eagerly ask to go outside. The children develop good control and coordination of their movements as they pedal toys, throw and catch beanbags and balls, and pour water or sand. They are beginning to show an awareness of the space around them when they move around the premises or negotiate a course outside with wheeled toys.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises provide a welcoming and interesting environment for the children so they feel secure and settled. There are many attractive displays of children's artwork, posters and interest tables. The room is well laid out with areas dedicated to specific activities such as pretend play, books and information technology. There is a wide range of good quality furniture, equipment and toys to support the children's learning and development effectively. The children make decisions about what they do take and select toys and resources independently because they are stored where readily accessible on low units and racks.

Staff have a sound knowledge and understanding of ways to promote safety and take action to minimise the risk of accidental injury to the children. For example, they ensure that low heaters are guarded and that the grounds are securely fenced and gated to prevent children leaving unobserved. There are suitable procedures in place to ensure children are collected safely. However, the premises are not secure against the entry of unauthorised persons. Good levels of supervision promote the children's safety. Children begin to learn how to keep themselves safe and to understand the consequences of their actions on others. For example, they talk with staff about the risk of sand blowing into their own or others' eyes. There are suitable fire safety measures in place and children regularly practise the emergency evacuation procedure.

Staff have a secure knowledge and understanding of child protection issues and understand the action they should take if they are concerned about the welfare of a child in their care. This contributes well towards safeguarding the children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

The children are happy and settled. Most children part readily from their carers and come confidently into the nursery, quickly becoming involved with the activities. They have a friendly and relaxed relationship with staff and readily go to them for assistance or just for conversation. There is an appropriate routine for the day, which includes opportunities for children to have exercise and rest, as well as taking part in a variety of self-chosen and adult-led activities which support all areas of their development well. Children are interested in the activities and keen to take part. They make many choices, selecting toys and resources independently, initiating their own play and following their interests. Staff support them well in this, sometimes becoming involved with their imaginary play but allowing the child to continue to take the lead in the game.

The children' individuality is respected and supported by the staff. Some children bring items from home or comforters and this helps them feel secure and settled. The children receive frequent praise and staff celebrate their achievements, for example suggesting they keep their model on the display table to show their parent. This helps children develop a good self-esteem and confidence to try new tasks.

Nursery education

The quality of the teaching and children's learning is good. The children are lively and curious. They show a keen interest in new resources and ask questions about what they see, for example, asking about what type of animal had lived in a seashell. Usually the children show good levels of concentration on self-chosen and adult-led activities. They confidently offer to help at registration and snack times. Many readily offer their ideas during circle time discussions and join in with songs and rhymes. However, on occasions, some children show unwanted behaviour during these group activities and do not cooperate fully with the staff.

Most children speak clearly. They talk about real and imaginary events and about what they are doing, for example, describing what they have drawn in their picture. They learn to link sounds to letters and to read familiar words. The children are developing good hand-eye coordination through many activities including threading, handling small objects, and tracing and cutting. They frequently and willingly complete many worksheets. Although these promote the children's hand-eye coordination, they are repetitive and not meaningfully linked to their play. However, at other times, the children make marks for a purpose, for example, drawing lists of items needed for a holiday or writing the number of children present on the board.

The children are interested in numbers. They are beginning to count, correctly linking numbers to objects. They are starting to recognise numerals and to solve simple number problems. For example, at registration time, they estimate the number of boys and girls present, confirming their guesses using counters, and counting the total number of children. They are developing an awareness of size and shape. They carefully select construction pieces to make their chosen model, and match and group plastic animals by their appearance and size.

The key members of staff have a good knowledge and understanding of the early learning goals and use this to help them plan a wide range of activities. These help the children make good progress in all areas of their learning. The staff observe the children to assess what they can do and use this information to help them move children on in their learning. Most staff question the children effectively, encouraging them to think and solve problems, and generally children receive good levels of challenge. However, staff do not keep records detailing children's progress towards the early learning goals up to date.

The children act independently because of the arrangement of the equipment and resources and the support and encouragement they receive from the staff. For example, a child decides to make herself a shaker and selects items from boxes of papers, containers and tubes, and takes these home with her. The children use their imaginations well, and play cooperatively with others in the pretend play area. The staff encourage them to use their own ideas and imaginations in artwork, for example, when drawing seaside pictures, which are all different. The children find out about nature and grow plants. They have opportunities to explore materials and were investigating the difference between wet and dry sand, talking about why the wet sand sticks together and does not pour.

Helping children make a positive contribution

The provision is satisfactory.

The children make links between their home lives and the nursery. They readily talk with the staff about themselves and their families and often take books and other resources to use at home. The children begin to find out about their community. Sometimes there are visitors to the nursery, for example, farmers, nurses or musicians, who come to talk with the children about what they do. There are activities to help children begin to learn about the cultures and traditions of others in the wider world. For example, children make kites to celebrate the Japanese kite festival. There is a satisfactory range of positive images of diversity including wall displays and pretend play resources. This approach encourages children to develop an accepting attitude towards others in society. The children's spiritual, moral, social and cultural development is fostered.

The children play cooperatively together, sharing fairly and generally showing consideration for others. Through careful discussions and sometimes by referring to pictures of the rules of the nursery, the staff help the children begin to understand what is expected of them. Staff use positive strategies to manage children's behaviour, praising them freely so they recognise when they have done well. Staff respect the children's individual needs and differences and work closely with parents, sharing information to enable them to do this. They recognise the importance of supporting children who have additional needs or learning difficulties, and work with those involved with the child's care to ensure that they are included in activities and supported appropriately.

The partnership with parents and carers is good and this contributes effectively towards supporting the children's care and learning. There is good communication between staff and parents who exchange information about the children's care and progress frequently. They establish good relationships during the settling in period, exchanging information so the child quickly feels settled and secure. There is ample information about the Foundation Stage curriculum in the nursery's prospectus and parents receive a plan of the activities being provided so they understand what their child will be learning. This includes weekly suggestions of activities, discussions and outings to help them support their child's learning at home. Parents have open access to their child's records and staff keep them updated on their child's progress, for example, discussing notable achievements during the session.

Organisation

The organisation is satisfactory.

The sessions run smoothly for the children because staff work cooperatively together and are suitably deployed to give them plenty of attention. The room and activities are prepared before the children arrive. There are suitable routines for the day, for example, the preparation for the rest period, which are understood by the children and give them security and stability. The space is well planned and used effectively to support the children's care and learning. Suitable adult to child ratios are maintained. However, there is no clear distinction between the nursery sessions and

the proprietor's childminding activities, which permits different adult to child ratios.

Most of the records, policies and procedures required for the safe and efficient running of the nursery and to support children's care, enjoyment and learning are in place. However, the complaints procedure has not been updated to reflect recent changes in the legislation. There is no written recruitment procedure but the proprietor recognises her responsibility to ensure that adults are suitable to work with the children.

The leadership and management is good. Staff regularly attend training and cascade the information to their colleagues to ensure they keep up to date with new developments in childcare and education. There are sound systems in place to monitor staff performance and to ensure that the teaching and activities effectively support the children's learning. Staff meet weekly to plan activities based on their observations of children's progress during the previous week. The proprietor addresses any areas that have been identified for development, taking advice from appropriate agencies. She is currently implementing plans to further enhance the nursery provision.

The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection, the provider agreed to amend the child protection procedures, to make the interest table more readily accessible to the children, to improve the presentation of books and dressing up clothes, and to amend and simplify the planning documents to avoid duplication.

There have been additions to the child protection procedures stating the correct procedure that staff should follow if concerns are raised. This contributes to increasing children's safety.

Racks have been provided so some books are stored so that children can see the covers more readily. A storage unit is available so that some dressing up clothes can be hung. This has made it easier for children to see and select resources independently. The height of the interest table has been lowered so that children can see the resources displayed more readily, enhancing their experience. The provider has greatly simplified the planning systems, reducing the staff's workload. However, this poses the risk that less skilled staff are not fully informed about their role in supporting the children's learning effectively, and, for example, do not question children effectively.

Complaints since the last inspection

There have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that there is a clear distinction between the nursery provision and any childminding activity which is understood by parents of the children involved
- ensure that hygienic hand drying facilities are used by children
- ensure that the complaints procedure is updated in line with the current legislation and made readily available to parents.
- consider offering a wider range of foods at snack times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that records of children's development and progress are updated regularly
- review the organisation of circle times to encourage all children to participate fully.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk