



Sunshine Day Nursery

Inspection report for early years provision

Unique Reference Number	650144
Inspection date	29 September 2006
Inspector	Lynn Clements
Setting Address	King Harold School, Broomstick Hall Road, Waltham Abbey, Essex, EN9 1LF
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Registered person	Julie Holmes
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 good. 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?

Sunshine Day Nursery opened in 1990. It operates from two converted classrooms within King Harold School in Waltham Abbey. The nursery offers care to the children of teaching staff at the school and children from the local community.

The Nursery is registered to provide care for a maximum of 42 children at any one time. There are currently 61 children on roll. This includes 20 funded children. Staff have strategies in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The day nursery opens five days a week all year round with the exception of two weeks at Christmas. Sessions are from 08.00 until 18.00.

15 staff work with the children, two of whom are part time. The majority of staff, including the manger and the provider have early years qualifications to National Vocational Qualification level 2 and 3. The setting receives support from a qualified teacher/mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff take positive steps to promote the children's good health. Children learn about the importance of personal hygiene through effective daily routines. Hand washing is encouraged at relevant times and children engage enthusiastically in discussions with staff about stopping germs from hurting their tummies and making them feel ill. All health related documentation is in place and regularly updated to meet children's changing needs. All members of staff hold relevant first aid training enabling them to provide appropriate care for children in the event of an accident. A clear sick-child procedure is in place and shared with parents to protect children and staff and prevent the spread of infection.

Babies and young children have their nappies changed as required; staff follow clear hygiene procedures whilst changing nappies, to prevent the risk of cross-contamination. Children in the process of potty training are encourage and supported sympathetically by staff.

Older children learn about healthy eating during snack and lunch time discussions and planned topics. Group snack and meal times provide good opportunities for children to socialise with each other and staff, talking about the different types foods they eat and where it comes from. Older children help themselves to fresh drinking water from the cooler while younger children have beakers placed on child height furniture; staff monitor their fluid intake to ensure no child remains thirsty. Parents share information about their child's individual dietary needs, and this is recorded by staff to ensure their needs are met and parental wishes are respected. Children have plenty of opportunities to taste foods from other countries enabling them to explore their personal likes and dislikes. The nursery employs a full time cook who prepares fresh meals daily and ensures the weekly menus meet the nutritional requirements of young children. Staff have attended relevant training in food preparation and hygiene techniques which they implement in practice to safeguard children's health.

Children have opportunities each day to engage in physical play outside. Children climb, run, jump and balance. They build on their existing physical skills, developing hand eye coordination and learning to move safely with control. Children move freely around the provision and use single handed tools or large apparatus with competence. Children and staff make regular visits out and about in the local community; visits to the library and local park provide first hand experiences as they learn about the world on their door step. All children are able to rest or be active according to their individual needs.

Younger children are developing their independence physically and emotionally. They are confident and active, becoming increasingly independent, acquiring control over their bodies and developing new physical skills. They join in large group activities squealing with excitement

as they run under the parachute or flap it up and down making the ball bounce and hop on the top. Children learn to express their needs and they are beginning to meet those needs independently for example, by being able to access water for themselves and make decisions about the toys they choose. Staff have a sound understanding of the needs of younger children and provide interesting activities and resources to support their physical and emotional development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children explore and investigate within a safe child centred environment. The use of the children's own creations in the bright displays around the nursery and the photographs of them at play provide a warm and welcoming atmosphere for children, families and visitors. Staff work extremely well as a team to ensure the nursery remains safe and secure. Daily risk assessments are in place to identify and minimise any potential risks to children. Sleep charts are in place and staff physically check sleeping babies at regular intervals to protect them from harm.

There is a good range of child height furniture and equipment which enables children to play and learn in safety and comfort. Toys and resources are regularly checked and cleaned to ensure they remain in good condition for children to use. Safety equipment such as safety gates, socket covers and finger guards on doors and cupboards enables children to explore their environment safely. Child height storage with clear labels and picture clues enables children to make their own choices extending their own play and learning. Wherever possible children share their ideas and take responsibility for decisions about their safety, such as participating in fire drills or learning about road safety and stranger danger when out and about. Children are encouraged to keep themselves safe as they help each other at tidy up time to put away toys and resources to prevent tripping hazards.

There are secure systems in place for the safe arrival and departure of children to prevent them leaving the premises unescorted. Staff are careful to check the identification of visitors and supervise them at all times to ensure children are kept safe. Staff have a sound knowledge and understanding of child protection issues and procedures to follow should they have a concern. All parents are made aware of the nursery's responsibility to safeguard children and ensure their welfare remains paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident in the pre-school and in their relationships with each other and staff. They are greeted warmly by staff as they arrive each day helping them to feel at home and settle confidently. Children make their own choices and are motivated to explore the wide range of learning opportunities available. They move freely, investigating natural materials such as cones, leaves, shells and twigs. They negotiate small world and role play scenarios based on real and imagined experiences, busily making pretend meals or taking the cars off on imaginary journeys. They plant and grow their own herbs and vegetables from seed such as chives, tomatoes and strawberries which they harvest and taste at snack time. Children construct from

a variety of building blocks and click together rail and road tracks. They are keen communicators, sharing ideas while they play and responding appropriately to help others find resources or join in group games. Staff work hard to meet their individual needs. Children are developing a good range of knowledge and skills because staff provide activities and play opportunities which help them achieve in all areas of learning.

Children respond to new challenges by questioning and using their own initiative. The provision for children under three years is very good. Babies and younger children enjoy a wide variety of stimulating activities including a wealth of creative opportunities such as body painting and jelly exploration. Staff have successfully introduced the 'Birth to three matters' framework. Clear systems are in place enabling them to monitor and support children under three years effectively, ensuring they make positive progress.

Nursery Education

The quality of teaching and learning is good. Staff use a variety of teaching methods including visual, audio and kinaesthetic to support children and help them achieve. They ask open questions helping to extend children's thinking and listening skills. Children make sound progress towards the early learning goals. Staff have a secure knowledge and understanding of the Foundation Stage and they are involved as a team when planning activities; these are based on clear observations of what children know and can do. However, adaptation in planning requires further development to ensure older more able children are challenged effectively. The majority of staff have a clear understanding of the stepping stones and are confident when identifying the learning intentions of various activities. Children's records of assessment are regularly updated enabling staff to plot children's progress towards the early learning goals. However, children's next steps for learning are not always identified clearly to aide planning. Parents are encouraged to share in their children's formative years, making comments and adding observations of their children's achievements at home; this provides staff with a broad picture of the whole child and enables them to plan more effectively for their individual needs. Staff plan an exciting range of activities and experiences enabling children to make good progress towards all six areas of learning.

Children select and share books. They join in group story times using the pictures as clues to guess what may happen next and tell the story. Staff build on children's interest. They use facial expressions and intonation while telling stories helping to capture children's imagination and interest. Children are beginning to recognise their own name in print and the use of labels, signs and pictures around the setting provides further opportunities for children to observe and recognise letters and the printed word. Staff support the linking of sounds to letters using simple phonics'. Opportunities for children to use writing for a purpose during free play requires development, enabling them to write lists, take messages and begin to write their own stories and captions on their creations using the simple phonic skills they have acquired. Children use number language in their play. They recognise shapes and explore different sizes as they compare the different shaped leaves they collected during their nature walk. Staff support children to notice change, such as the different seasons of the year or plant and animal life in their pond. Children experiment with floating and sinking activities observing first hand what happens to their chosen objects as they drop them into the coloured water. They have plenty of opportunities to learn about different customs and cultures through topics, examining

artefacts and circle time discussions. Visitors to the setting talk about their home cultures and provide opportunities for children to taste different foods and examine various costumes, stories and songs. They use computers helping to consolidate previous learning and build on their information technology skills. Children sing and laugh as they play. They join in simple songs and rhymes and enjoy matching movements and actions to music during large group activities. They create collages and help with wall displays such as 'Noah's Ark'

Children are active learners, taking risks and trying new activities without fear of failure. Staff work closely as a team, praising and encouraging children to develop their personal independence and confidence. Overall, children are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is outstanding.

Children are developing a broad understanding of the wider society as staff introduce them to different people in their local neighbourhood and make the most of visit opportunities into the local community. Visitors to the setting include the parents who share their skills and help children learn about other cultures. Children join in activities and topics, which provide valuable opportunities for them to learn about the wider world. Staff provide first hand opportunities enabling children to explore diversity through artefacts, musical instruments, costumes, books and posters. Staff ensure that there is no bias in their practice in relation to gender race or disability.

There are clear procedures in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. Staff are pro-active in seeking funding which enables them to offer one-to-one support as appropriate. They work closely with other professionals in the best interests of the child.

Relationships are strong at all levels. Children are valued as individuals and they develop positive attitudes and respect for the needs of others. With gentle reminders from staff and older children they learn to take turns and share resources. Children benefit from the consistent routines and secure approach to their care. For example, children and staff talk about being kind to each other and staff validate positive behaviour using descriptive praise and encouragement, raising children's confidence and self-esteem. Children show care and concern for others, reassuring their friends and making room at activities and meal times.

Parents are respected and open communications both written and verbal take place regularly to support all children. Notice boards provide excellent information for parents concerning all aspects of the pre-school. Policies and procedures are displayed. Newsletters are sent out regularly encouraging parents to share their skills and experiences when helping during sessions. Children's needs are being met well because staff work closely with parents and carers to enable all children to achieve in their care and learning. Prior placement information is sought from parents enabling staff to get to know children and plan for their individual needs. Information about the 'Birth to three matters' framework and the Foundation Stage curriculum are shared and discussed with parents. The Health Visitor and nursery staff work together bringing the weighing and measuring clinic to the baby room helping parents who are unable to visit the local clinic during their working week.

Partnership with parents and carers of nursery funded children is outstanding. Records of assessment are shared and parents have regular opportunities to add comments and share information about their child's learning at home which helps staff to gain an insight into the whole child when planning their next steps for learning. Clear written information about the Foundation Stage curriculum and the six areas of learning is provided for parents. Displays and photographs are used extremely well to provide visual information about the Foundation Stage curriculum in action.

Staff are directly involved in children's learning and all children are included and treated with equal concern. Children are learning to share and help each other. They encourage others to join in their games and make room for them at activities. Children's spiritual, moral, social and cultural development is fostered appropriately.

Organisation

The organisation is good.

Children are cared for by staff that have a good knowledge and understanding of child development. The majority of staff hold appropriate early years qualifications and attention to on going professional development ensures practice remains relevant and continues to meet the needs of children. Staff induction and monitoring systems are in place to support new and existing members of staff. Policies and procedures are implemented in practice to promote positive outcomes for children.

Staff maintain documentation appropriately and all policies and procedures are in place. However, the child protection policy requires up-dating to ensure it reflects recent changes regarding Local Safeguarding Children Boards legislation.

Leadership and management of nursery education is good. The manager is responsive to the needs of children, parents and staff. Regular staff meetings take place to support practice and draw on staffs interests and skills when defining roles and responsibilities. Value is placed on the development of a strong staff team which in turn ensures the daily running of the nursery is smooth and enjoyable for both staff and children. The provider and managers monitor and evaluate classroom practice analysing staff interaction with children and the curriculum offered; this ensures the provision continues to meet children's needs effectively. Overall, children's, needs are met.

Improvements since the last inspection

Since the last care inspection the provider has improved outcomes for children. A complaints procedure is in place and shared with parents. The times of arrival and departure are now recorded in the daily register to ensure children can be accounted for at all times to keep them safe.

At the last funded education inspection the provider agreed to develop the use of assessment records to ensure children were making progress towards the early learning goals. Staff have worked as a team to support funded children. Training has taken place enabling staff to develop

their knowledge and understanding of the stepping stones to ensure children make progress towards the early learning goals.

Complaints since the last inspection

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 good. 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):

- update the child protection policy to ensure it reflects Local Safeguarding Children Board requirements.

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):

- continue to develop opportunities for children to use writing for a purpose enabling them to write lists, take messages and begin to write their own stories and captions on their creations using the simple phonic skills they have acquired (this also applies to care)
- develop adaptation in planning to ensure all children are challenged effectively; continue to develop assessment records for children to clearly identify their next steps for learning and aide future planning.

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