



Sunny Meadows

Inspection report for early years provision

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Inspector Trudy Scott

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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 satisfactory.

WHAT SORT OF SETTING IS IT?

Sunny Meadows Nursery opened in 2003 and is privately owned. It is situated in Sheffield and serves children and families living in Sheffield and the surrounding areas. The nursery is housed in a detached building. Children under 3 years are accommodated on the two upper floors and children over 3 years are on the ground floor. A fully enclosed area is available for outdoor play. The nursery is open from 07.30 to 18.00, Monday to Friday all year round.

A maximum of 83 children under 8 years can be cared for at any one time. Currently there are 122 children on roll. Of these, 18 children receive funding for nursery education. Out of school care is provided for children up to 12 years of age. The group supports a small number of children with special educational needs.

There are 24 staff who work with the children. Of these, 22 staff hold appropriate early years qualifications and 2 are working towards a qualification. The nursery receives support from a community teacher from the Local Authority and is currently working towards a quality assurance award, endorsed by the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well-protected from illness and infection because staff follow effective procedures to maintain good standards of health and hygiene. For example, staff consistently wear disposable gloves and aprons when changing children and use colour coded clothes when cleaning to prevent cross-infection. Children are learning to keep themselves healthy through good support and guidance from the staff. For example, they know they should wash their hands to remove germs and wear sun cream when the weather is hot.

Children enjoy well-balanced meals which are freshly cooked on the premises. Younger children are developing independence as they feed themselves, with support from staff, using child-size cutlery. However, organisation of meal and snack times does not fully promote independence for older children, for example with choice about when to have a snack or self-service. Children are well-rested and alert and so enjoy their play. This is on account of staff following children's individual eating and sleeping routines that are agreed with parents. Staff ensure they meet children's medical needs, for example by taking additional training to administer particular medication for different conditions.

Children are active and enjoy regular outdoor play, which contributes to their overall good health. They are developing control and co-ordination of their bodies as they successfully manoeuvre wheeled toys around the playground and climb up and down the outdoor equipment. They move confidently and safely, indoors and outdoors, successfully negotiating space and obstacles. Babies explore their immediate environment freely, reassured by the presence of caring adults who stay physically and emotionally close.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in secure, welcoming premises by staff who fully understand their role in keeping children safe. Staff protect children from potential dangers by conducting risk assessments on all areas of provision and checking the premises

daily. This enables children to move around freely and safely, indoors and outdoors. Children learn to keep themselves safe as staff involve them in discussions about safety and teach them safe practice. For example, toddlers develop confidence as they attempt to negotiate the stairs because staff stay close by, hold their hands and give constant reassurance.

Children use a variety of good quality toys and play materials appropriate to their age and stage of development. They can reach many of the toys easily, as they are organised in low level storage and in child height furniture. Babies and young children enjoy many shared experiences because there is sufficient furniture to enable them to sit together comfortably. For example, babies socialise by reaching out to each other and communicating when sitting next to each other in high chairs.

Children's welfare is safeguarded due to staff having secure knowledge of child protection procedures. All senior staff have attended recent child protection training and ensure staff fully understand their roles and responsibilities. There is always someone on hand to administer first aid if necessary as several members of staff hold current first aid certificates.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and content as they are cared for by enthusiastic staff who help them enjoy their time at nursery. Staff take time to get to know the children and build trusting relationships, helping those new to the setting to feel secure. Children form good relationships with other children and enjoy being part of a group. Staff help children socialise by involving themselves in children's play and creating opportunities for children to be together. For example, non-mobile babies are placed near to mobile children and show their interest in other children by watching and pointing. Children are developing confidence and good language skills as staff engage playfully, using verbal and non-verbal communication. For example, they make eye contact, smile, laugh, talk, sing and skilfully involve older children in conversations.

The youngest children make very good progress because staff recognise their individuality and develop individual plans to help them achieve the next steps in their learning. They make effective use of the Birth to three matters framework to ensure activities for children under three years are stimulating and achievable. All children enjoy a balanced range of developmentally appropriate activities and experiences which help them make progress in all areas. Three- and four-year old children are allowed time to initiate their own activities and explore freely, both inside and outside, which helps them develop confidence. Children using the out of school club have a good time as staff consult them about the activities and encourage them to contribute their ideas.

Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals because staff have a sound knowledge and

understanding of the Foundation Stage Curriculum. They use a reasonable range of teaching methods, including adult-directed and child-initiated activities, which keep children interested and help them enjoy their learning. Their curiosity is stimulated in well-planned activities, such as baking, experimenting with shaving foam and observing water running through guttering. They learn effectively about the natural world as they tend to plants in the garden and care for the nursery's giant land snails. Children's counting skills are appropriately fostered by staff who make good use of daily routines and everyday activities to introduce mathematical ideas. However, staff do not promote writing for real purposes as effectively. Although children develop good pencil control through many opportunities to practice, they do not often see or attempt writing for different purposes.

Children are sufficiently confident and assured to work independently or in groups. Staff help promote their independence by encouraging children to make choices. For example, children choose to play inside or outside and select activities from the range available. They assume responsibility for their personal care and are developing a sense of responsibility as they help tidy away at the end of the session. However, children do not fully develop and express their own creative ideas as staff do not make a full range of tools and materials readily available. Children use language confidently for a range of purposes, such as initiating conversation, asking questions and making their needs known. They enjoy talking about previous experiences and are learning to listen to others when staff encourage them to share their news at group time. However, a small number of children do not always engage effectively in large group activities as these are not always totally suitable for their individual stage of learning. For example, younger children sometimes lose concentration as they are waiting for a turn to speak.

All children actively participate in the activities provided. They are supported by staff who know when to interact and ask questions to prompt children's thinking and help direct the play. Staff carefully monitor children's progress through observation and assessment, but do not make full use of the information to plan the next steps in children's learning. This means that more able children are sometimes working within their limits.

Helping children make a positive contribution

The provision is good.

Children show a strong sense of belonging and feel at ease in the setting as they are warmly welcomed by friendly, familiar staff. Children feel good about themselves because staff show they are interested in what they do and say by talking and listening to them. They value children's attempts and achievements with appropriate use of praise and encouragement. For example, staff clap and smile as babies attempt to pull themselves up with the furniture. Children with special needs are well-supported on account of staff working co-operatively with parents and other agencies to plan for their individual needs.

Children behave well as they know what is expected of them. Staff provide clear explanations and support children in managing their behaviour by planning activities

where they learn to co-operate and take turns. For example, children wait patiently for a turn on the computer and negotiate roles in the shop play. Children learn effectively about their own community and are introduced to the wider world in daily activities, planned topics and visits around the local area. This approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Staff keep parents well-informed about what their children are doing and learning through good quality information. This includes regular newsletters, photographs, daily report sheets and informal discussions. Parents regularly see and comment on their children's assessments and meet with staff once each term to discuss their progress and achievements. This encourages parents to become involved in their children's learning in meaningful ways.

Organisation

The organisation is good.

Children's feelings of security and well-being are increased by the effective deployment of staff. This ensures children are cared for by a key person who builds trusting relationships with the children and families. Even if the key person is away, children are reassured as there are sufficient staff who know them well, to care for them. The grouping of children, according to age and stage of development, enables staff to provide age-appropriate activities and experiences that children enjoy.

A comprehensive collection of policies and procedures, which contribute to children's health and safety, are in place and is regularly reviewed. Children benefit from staff who fully understand their roles and responsibilities through good induction training and regular appraisal. Policy documents are shared with parents, to keep them well-informed about the childcare. Overall, the provision meets the needs of the children who attend.

Leadership and management of the educational provision is satisfactory. Clear aims for children's care and education are shared with staff and parents and work generally well in practice. Staff use suitable systems to evaluate and monitor the quality of the educational provision. However, these are not yet fully effective in identifying all areas for improvement, such as the use of assessments to make sure children make as much progress as they can. Staff continue to access relevant training and work co-operatively with other professionals, such as the community teacher, to improve the outcomes for children.

Improvements since the last inspection

The previous inspection recommended the review of details on medication records and the storage of children's dummies. Clear medication records are in place and include all necessary detail. All documentation is regularly reviewed and updated. Dummies are stored in individual lidded pots which prevents the spread of infection and contributes to children's good health.

Complaints since the last inspection

There are no complaints to report.

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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):

- organise snack and meal times to further promote independence and choice, for example with self-service.

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):

- promote writing for real purposes and encourage children to use different forms of writing, for example lists, cards, instructions
- improve access to resources for children to develop, represent, design and make their own ideas with a variety of media, tools and techniques
- use the information gained in observations and assessments to plan the next steps in children's learning and increase challenge for more able children.

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