

Sunshine Pre-School and Day Nursery

Inspection report for early years provision

Unique Reference Number	131613
Inspection date	07 December 2007
Inspector	Alison Large
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Registered person	Ann Chennells
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 Pre-school and Day Nursery is a privately owned nursery. It opened in 1991 and operates from a detached house in the Shirley area of Southampton. It serves the local and wider area. A maximum of 31 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 43 children from four months to five years on roll. Of these, 19 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with learning difficulties or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs seven members of staff. Of these all hold appropriate early years qualifications and three are working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding of personal health and hygiene practices, as these are effectively promoted by staff throughout the day. For instance, older children know when to wash their hands and do so with guidance from staff if necessary. Younger children benefit from gentle support from staff to wash their hands and faces before and after eating. Children are protected from the spread of infection due to most procedures followed by staff. However, the use of shared towels in the pre-school toilets is not effective in ensuring that children remain free from the risk of spread of germs and cross infection. Children understand the need to put soiled tissues in the bin and learn that this is to prevent the spread of germs. There are systems in place to maintain the cleanliness of the nursery and staff understand and implement the procedures well. Accident and medication records are in place and are maintained well.

Children enjoy a good range of healthy and nutritious snacks provided by the nursery, and parents provide children's lunch. They benefit from the friendly and social atmosphere during snack time and lunch when children eat together. Children's individual dietary needs are met due to systems that ensure that all staff are fully aware of children's individual needs.

Children have many opportunities to develop their large muscle skills, they have opportunities to climb and balance and ride wheeled toys in the garden. Children move around the nursery freely and confidently, negotiating space well. They learn quickly why they need to put their coats and hats on in winter and many children manage this task on their own. Younger children receive support from staff to put hats and coats on. Older children negotiate space well, creating space for others to join them whilst sitting for group activities. All children thoroughly enjoy using the garden area, where they confidently access a wide range of toys and equipment suitable for their age and stage of development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are secure and comfortable within the warm and welcoming environment. Children feel valued within the nursery due to the many displays of their work around the setting. They freely make choices from the wide range of toys and materials that are available, all of which are safe and well maintained.

Children benefit from a safe and secure environment. Staff are vigilant about children's safety and talk to children about safe practice, for example, they know they must not run indoors. The systems to ensure that children are safe whilst visitors enter the setting are clearly understood by staff and effectively implemented. Children are well supported and supervised by staff who work together well as a team. Fire drills are practised regularly, which ensures children have a clear understanding of what to do in an emergency evacuation.

Staff have a good understanding of child protection and the procedures to follow. Comprehensive policies and procedures are in place and effectively implemented by staff to keep children safe. The policies are available to parents to ensure that they remain fully aware of the settings responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy their time at the nursery. They arrive happy and are keen to join in the activities, through their familiarity with the consistent routines and good relationships with one another and the staff. Children are relaxed within the warm and caring environment and laugh and giggle when taking part in activities with one another, for example, whilst playing in the sand. Babies and toddlers benefit from the gentle and affectionate interaction of staff, who spend time gently soothing and talking to the children, particularly when babies are preparing to sleep.

All children benefit from good resources and a wide range of accessible toys and equipment. Babies and toddlers explore sound and texture with toys such as activity centres and natural materials and they have frequent opportunities to enjoy sensory experiences. All children are supported in developing language skills because staff talk, listen and play with them very well. They enjoy songs, books and stories.

The Birth to three matters framework is used well to plan activities to support younger children's development and assess their progress. Children make positive relationships with staff and each other when playing or sitting together at meal times. They develop confidence and self-esteem in an environment where they are valued. Their individual needs are incorporated into the daily routines well, so they have time for rest, sleep and play.

Nursery Education

The quality of teaching and learning is good. Children relish their time in the pre-school and make steady strides in their development because staff have a good understanding of how children learn most effectively. Staff have a sound knowledge of the foundation stage and ensure that children are provided with a wide range of stimulating activities which are linked to the stepping stones. The staff team work well together and they are able to share in the planning of the curriculum and effectively support the children to achieve the learning intentions. Staff make good use of time and resources and children are generally well engaged in activities, however, on some occasions children lose interest during large group activities. Staff build strong relationships with children; they use skilful questioning to extend children's learning and their positive and encouraging approach promotes children's self esteem effectively.

Children are happy and enjoy their time at the nursery. Children concentrate well during activities, displaying good levels of involvement and they begin to show independence as they make choices. Children's social skills are developing well, they are keen to join in activities, asking questions and showing curiosity. They use their imaginations well during role play and art and craft activities. Children are beginning to build a repertoire of songs and many eagerly join in singing the Christmas songs. Many children recognise a range of different colours and talk about shape size and quantity during their play. They have opportunities to explore and experiment with different media and have access to the range of art and craft resources that allows them freedom to choose and select the required materials.

Many children enjoy books and are learning to handle books correctly, gently turning the pages. Staff encourage children to access books throughout the session, and the well presented book corner encourages children to regularly choose to sit quietly, looking at the books available. Children listen intently to their favourite stories, often joining in and repeating the key phrases that they recognise, for example, they particularly enjoyed acting out the story of Little Red

Riding Hood using the various props provided and taking different roles. Many children count confidently to 10 and beyond, often using mathematical language within their play. Children's vocabulary is developing well, they have opportunities to explore emergent writing in their everyday play as they can access a variety of pencils and paper throughout the session. Children have access to a computer, where they enjoy controlling the mouse and interacting with a variety of computer programmes.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Children are looked after in a caring environment where they are valued and treated with respect. Children settle well into the nursery, they are secure and familiar with the daily routines. Children with special needs are well supported by staff, and children with English as an additional language are also supported, for example, one staff member who speaks fluent Polish, is able to support the Polish children who attend the setting. Children behave well in the calm and caring environment; their individual contributions are valued and they receive regular praise and encouragement from staff. Clear rules and boundaries are in place, ensuring the children know what is expected of them. Children develop a sense of community and an understanding and appreciation of different cultures and the world around them, though a wide range of interesting and enjoyable activities and topics.

The partnership with parents is good. Parents are provided with information about the nursery's policies and procedures, ensuring that they are fully aware of the nurseries practices. Parents are involved in their children's learning as they are kept informed about topics and themes and their children's development, many having seen their children flourish whilst at the setting. Parents find staff friendly and approachable and have many opportunities to contribute to both the development of their child and the nursery as a whole. Parents opinions are regularly sought through verbal discussion and their opinions valued and welcomed. Information regarding the nursery education is displayed on the notice board, detailing plans which show links to the early learning goals.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children feel at ease within the environment, which is well organised, making good use of staff time and resources to provide good play opportunities for children. Space is used well, ensuring that children are able to play freely and safely whilst being continually supervised and supported. The staff team are suitably qualified and experienced to work with children, and they are fully committed to updating their knowledge and skills. Effective procedures for the appointment of staff and an induction programme are in place. All required documentation is in place, and is stored securely thus maintaining confidentiality.

The quality of leadership and management is good and enhances children's play and learning experience. The owner/manager ensures that all staff are able to share ideas and contribute to the planning and evaluation of activities and the nursery. Staff are provided with opportunities to contribute their thoughts and ideas to continually improve the nursery and clear roles and responsibilities are defined. The owner and staff work very well together as a team and

demonstrate a high commitment to continually develop and improve children's care and education. This is achieved through regular training and effective links with other agencies.

Improvements since the last inspection

At the last care inspection the nursery were asked to ensure ratios are maintained at all times, with particular regard to the baby rooms; to ensure that activities are age-appropriate to allow children to develop their independence; to provide a suitable range of role play equipment to enhance children's imaginative play; to ensure that procedure for instigating a fire drill is understood by all staff; and to increase the range of accessible books. Since the last inspection the nursery has met all the recommendations made, ensuring the safety, play and learning experiences for the children has been enhanced.

At the last Nursery Education inspection the nursery were asked to provide more opportunities for children to practise and develop their climbing skills. Since the last inspection the nursery have purchased a range of resources and equipment to improve children's physical skills enabling them to have opportunities to develop their climbing skills.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- improve hand washing routines to ensure children are able to access individual hand towels with particular regard to the pre-school

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 all elements of the session fully engage children, with particular regard to group activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk