

Sunny Meadows

Inspection report for early years provision

Unique reference number EY260253
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Inspector Lynn Rodgers

Setting address 414 Handsworth Road, Handsworth, Sheffield, South
Yorkshire, S13 9BZ

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The provision was registered in 2003. It is situated in a detached building on the outskirts of Sheffield, and is privately owned with a full-time manager employed to oversee the daily running. The nursery is open from 07.30 to 18.00, Monday to Friday all year round.

A maximum of 93 children under eight years may be cared for at any one time. Children aged three to five years are cared for on the ground floor. The provision for the youngest children is upstairs. There is a large outdoor area which is fully enclosed to the rear of the property. There are 122 children on roll all within the Early Years Foundation Stage range. The setting currently supports two children with special educational needs, and three children who speak English as an additional language.

There are 26 members of staff, 24 of which work directly with the children. There are 17 staff who hold a level three qualification and seven members of staff are currently working towards appropriate child care qualifications. One staff member has the early years professional status. The staff receive regular visits and support from the local partnership outreach teacher.

Overall effectiveness of the early years provision

Inclusion is very well met, all children are included and have the same chances to grow and develop to their full potential. Children's personal details, such as, allergies and special diets are recorded and adhered to effectively. The children's starting points are used to focus on and monitor their next steps. Adults meet individual children's needs well, they take time to get to know them, establish their likes and dislikes and learn what they can do through appropriate observations. Activities are very well planned and documented, clearly showing progression towards the early learning goals. However, the younger children's independence is not always successfully fostered. Continuous improvement is complemented by dedicated staff and management, who show commitment and use their skills and extensive knowledge to help children to learn.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- organise snack and meal times to further promote the younger children's independence
- ensure the younger children have access to all types of painting materials, for example, colour mixing.

The leadership and management of the early years provision

Self evaluation of the setting enables the manager to reflect on their overall practice. Staff work together to ensure they provide a positive learning environment for the children and effective organisation, helps to meet children's needs. Reflecting on practice enables staff to regulate how they work, and to move the setting forward. Staff meetings are regularly included in the management of the setting and outcomes for children are fostered very positively. The adults know the children well, and include them and parents in the daily routines and planning.

Complaints are effectively dealt with because, staff are aware of their responsibility and a two way flow of information and guidance ensures parents are fully aware of what is being done. The policy is well written and clearly states the settings duty to parents and the way complaints are dealt with. Home learning is positively fostered, through weekend dairies, daily activity sheets that highlight any issues. Parents are keen to be included and help their children to progress because they make comments in the diaries and ask staff for advice. There is a strong commitment from both parties to guide the children and help them to develop to their full potential.

Partnerships with other settings is very good. Staff are able to support the children during the transition period, through visits to help school staff understand and meet specific children's needs. Recruitment of new staff is effective through stringent checks, references, qualifications and experience of the applicants. The manager monitors new recruits and there is a set trial period to see how persons get on with children and other staff. Adult child ratios are maintained at all times and training is on-going. Staff have a say in what they want to access from training and make their wishes known during appraisals and one to one sessions. The vision for the setting is to keep standards high, build numbers and continue with appropriate training to develop staffs skills and knowledge.

Staff and children are highly motivated because the leader is approachable, gives staff time for them to talk things through, listens to their ideas and suggestions. She values staff and children and has successfully built a committed team, acting as a good role model to promote their personnel development and that of the children. Professional development of staff is highly regarded which results in their commitment to the children, parents and setting. The manager promotes an inclusive environment because she encourages everyone to achieve, through planning, visits, partnership with parents, ensuring the setting is very well organised and welcoming. She has effectively managed to have a diverse mix of staff, which includes two male members.

The quality and standards of the early years provision

Adults teach children to behave in ways that are safe for themselves and others, through discussions and setting good examples for them to follow. They talk to children about keeping safe, encourage good behaviour, and have meaningful discussions regarding crossing roads and not talking to strangers. Children are

beginning to develop an understanding of danger and how to stay safe. Staff are vigilant, and help children to realise how their actions effect others. Children take part in regular fire drills and they play in a warm, friendly, safe and secure environment. Robust risk assessments are carried out by staff who have completed a relevant safeguarding children course and are aware of their responsibilities. The building is in very good condition and well maintained. Equipment is in excellent condition and stored to enable children to reach resources easily, which in turn, helps to promote their independence. However, younger children's independence is not always fostered at snack time and they are not involved in all types of painting, for example, colour mixing. Existing injuries are recorded to protect children and any allegations against staff are immediately dealt with.

Children are active and understand the benefits of physical activity through outdoor play. Gross motor skills are encouraged through equipment promoting balancing, climbing and jumping. They understand and adopt healthy habits such as good hygiene practices through appropriate routines for hand washing, and social skills. They make healthy choices about what they eat and drink, for example, choose what fruit they like and say if they can't eat something. They are encouraged to try different foods and their dietary needs are met effectively. Children enjoy their play and make progress towards the early learning goals in relation to their starting points, capabilities and interests. Staff use well defined planning that focuses on the development of the children and monitor their progress to help them achieve to their best potential.

Adults encourage children to develop the habits and behaviour appropriate to good learners, through managing their behaviour effectively and giving the children rules to follow. They use suitable methods to deal with any unacceptable behaviour and staff are consistent, fair but firm. They promote a very positive attitude to the children and encourage them to be kind and respect each other. Children respond to the expectations of those who work with them and have the opportunity to make choices and decisions. For example, they are considered in the planning of activities and their ideas and suggestions are included by the staff. Equal opportunity and anti-discriminatory practice is effectively promoted. For example, activities based around knowledge and understanding of the world, visits, outings and nature walks. Discussions about the world, other cultures are included in the curriculum and guests visit to talk and demonstrate to the children. For example, Hindu dancer, police, road crossing persons and African block painting expert. Children with learning difficulties and disabilities are well supported because staff actively include them and have a good knowledge of the care of such children. Children who speak English as a second language are involved in activities that promote communication, literacy, numeracy, to develop individual skills and knowledge.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted 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.