

# Sunshine Morning Nursery

Inspection report for early years provision

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**Unique reference number** 143147  
**Inspection date** 28/04/2009  
**Inspector** Michelle Tuck

**Setting address** The Village Hall, Over Stratton, South Petherton, Somerset,  
TA13 5LL

**Telephone number** (01460) 242250 - Nur

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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 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).

## Description of the setting

Sunshine Morning Nursery/Pre-school opened in 1999. It is privately owned by two partners who operate from Over Stratton village hall, Somerset. The nursery is registered on the Early Years Register and a maximum of 24 children may attend at any one time. There are currently 30 children on roll. The group opens five days a week during school term times. Sessions are from 09:15 until 12:15.

Five members of staff work with the children. Two are qualified in Montessori teaching and the others hold a relevant qualification in childcare. The setting follows Montessori principles and receives support from the Local Authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The diverse needs of each child are met very effectively by qualified, experienced staff who recognise that each child in their care is unique. Parents enjoy excellent partnerships with staff which contribute significantly to ensuring the individual needs of each child are effectively identified and met. Staff build good links with local schools and other services to make sure that all children are fully supported and make excellent progress with regard to their starting points. The owners and staff team regularly evaluate their practice and are skilled at identifying areas for future improvement in order to promote very positive outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- encourage children to wash their hands after wiping their nose
- ensure plastic bags are inaccessible to children

## The leadership and management of the early years provision

The nursery owners provide strong leadership to the staff team, who are well motivated, enthusiastic and work together closely to provide a welcoming, attractive environment where children's welfare, learning and development needs are effectively met. Staff regularly evaluate their practice and are very responsive to the individual needs of children, their families and changing regulatory requirements. They constantly seek to build on their excellent service, identifying ways to promote positive outcomes for children and support their individual needs. For example, they are currently making improvements to the outside area, so that children can benefit from more varied experiences outside and have daily fresh air and exercise.

There are robust procedures in place to ensure that all staff are appropriately

vetted and staff have attended relevant training to support them in safeguarding the children in their care. Regular appraisals are used effectively to identify further training and development needs and all members of staff access regular training to support their continuing personal and professional development.

Staff develop very strong partnerships with parents and value the regular exchange of information that enables them to take account of children's learning at home when planning future activities for children. Children with additional needs are well supported, with effective relationships established with any other professionals involved in their care. The environment is welcoming and child centred, with a wide variety of children's craft work on display. Many resources in low-level storage units ensure children can freely access them which leads to greater independence and enables children to make choices.

The nursery's partnership with parents and carers is excellent. Parents receive good information about the provision and the key person assigned to each child ensures they have regular contact with them. Parents are actively encouraged to be involved in their child's learning. For example, they are encouraged to bring items from home to go in the 'sound' basket for discussion each session.

## **The quality and standards of the early years provision**

Children excel in the excellent care of the sensitive adults who clearly enjoy their relationships with children and their families. There are robust procedures in place to ensure children's continuing safety. Risk assessments are undertaken regularly and children are encouraged to learn about keeping themselves safe. For example, children are reminded to walk inside and they regularly practise the fire drill so they know how to evacuate the premises quickly and safely in an emergency. Some hats and items of clothing were being stored in plastic bags at child height during the inspection. Once brought to the attention of staff it was rectified immediately to ensure children's safety. Children's health is effectively promoted, for example, through thorough procedures to gain consent and through excellent hand washing procedures before meal times. However children do not always wash their hands after they have wiped their nose. Staff help children learn to manage their own behaviour through sensitive and appropriate guidance. Staff work closely with parents and partner agencies when difficulties arise to provide a consistent approach for individual children. Children's behaviour is exemplary and staff provide positive role models to encourage the maintenance of this.

Children make excellent progress in their learning and development in relation to their starting points and subsequent achievements. The key person system means that children's progress is regularly observed and noted in their individual folders, therefore, planning is responsive to individual children's interests and identified next learning needs. Therefore staff are able to plan an exciting environment which is stimulating and challenging to all children. Plans ensure that all areas of learning are thoroughly covered, but the main focus of daily planning is the individual child. Children enjoy talking to staff, and to each other, and establish caring relationships with one another, for example, children readily share resources to make models of their choice. Children confidently select resources and use them

to explore shape, size, position and quantity. Through the use of the Montessori equipment children's mathematical understanding is extremely well developed. Children regularly count in every day activities and easily recognise written numerals. Children are encouraged to label their own work and through the use of effective methods to develop mark making, they are making excellent progress in their early writing skills. Children's hand to eye co-ordination is well developed as they explore the 'practical life' tasks available. Children also enjoy climbing and balancing on large apparatus in their outdoor play area. They enjoy using their imaginations to explore creative play, frequently using paint and other media to create interesting and individual artwork. Children are encouraged to initiate activities and freely explore and express themselves with an abundant range of materials and resources. They enjoy warm and meaningful interactions with staff who clearly enjoy their time with children. Children show great pleasure in their sense of belonging, their contributions are highly valued and all are fully included in activities throughout the nursery.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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