

Sunnyside Nursery School

Inspection report for early years provision

Unique reference number	142882
Inspection date	02/06/2009
Inspector	Brenda Joan Flewitt
Setting address	Whitechurch Lane, Henstridge, Somerset, BA8 0PA
Telephone number	01963 362454
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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).

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

Sunnyside Nursery School is privately owned and opened in 1988. It operates from a detached building situated on land behind the owner's house, in a rural position in Henstridge, Somerset. The accommodation consists of one main room, a smaller annexe, toilet area and kitchen. The children have access to enclosed outdoor play areas. The nursery is open on weekdays between 08.00 and 18.00 for 50 weeks of the year, with hours according to demand. Children attend for a variety of sessions and come from the local and surrounding areas.

The nursery school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend at any one time. There are currently 28 children on roll, all of whom are in the early years age range. The nursery school is registered to receive government funding for early education and offers support for children with learning difficulties and/or disabilities. The nursery employs five members of staff. Of these, three hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children play and learn in a safe and secure environment where they are involved in a good range of activities and are valued as individuals. Adults working with the children know them well through ongoing communication with parents and carers, which contributes to meeting their needs well. The support offered for children with additional requirements is good which means they are fully included. There are some effective methods in place for self-evaluation, and the owner keeps up-to-date with changes and good practice, which contributes towards continuous improvement.

What steps need to be taken to improve provision further?

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

- consider some adult-led activities and how children access resources to allow children more opportunities to initiate tasks and express their own ideas
- develop staff's knowledge in safeguarding children procedures and confidence in recognising signs and symptoms of abuse
- develop consistency in staff interaction with children in setting challenges and posing problems during children's play, to extend children's thinking.

The leadership and management of the early years provision

Staff carry policies and procedures effectively to promote children's welfare and safety. They carry out regular risks assessments so that children can move around freely. Children are supervised well as they play which helps to keep them safe and ensures their care needs are met. Children's medication and accidents are well

managed and all required records are in place and completed clearly. There is a clear policy in place with regards to safeguarding children, and the registered person is sure about procedures to follow with concerns. However, not all staff are confident in recognising signs and symptoms of abuse, to fully promote children's welfare. Clear recruitment procedures ensure that new staff are suitable to work with children.

Staff promote positive relationships with parents and carers. Parents receive comprehensive information about the setting in the form of a detailed prospectus, displays and notices. Staff make themselves available on a daily basis to share information to help meet individual needs. Parents are invited to add their knowledge of their child's interests and activities at home to the assessment system, and can access the progress records at any time. The Special Educational Needs Coordinator liaises with parents, staff and outside agencies to agree plans for children's development to ensure they are making progress. Key workers are developing links with other settings that children attend to share information about their progress for completing transfer documents for when they start school.

There are some generally good self-evaluation methods in place which help to identify areas for improvement and ideas for developing good practice. Staff evaluate activities and discuss children's progress continually. The registered person keeps up-to-date with changes and good practice by attending cluster meetings and liaising with other settings. All the recommendations set at the last inspection have been addressed, which has resulted in an improvement in aspects of children's health and learning, and information for parents about making a complaint.

The quality and standards of the early years provision

Children are happy, settled and secure, they enjoy coming to the nursery school and make good relationships with staff and each other. They are encouraged to respect all people, and their kindness to each other is acknowledged by staff. For example, a child spontaneously congratulates another for completing a puzzle successfully on the computer. Children are confident in making their needs known as they can be sure of a friendly response. They generally behave well, learning to take turns in their play and routine activities. They receive regular praise for effort and achievement, which helps boost their self-esteem. Many children use language confidently to communicate, initiating conversations with adults as well as their peers. They like to talk about events in their lives such as where they went on holiday or their cat having kittens. There are frequent opportunities for children to practise writing skills including painting at an easel, drawing pictures in their daily books, and naming their artwork. Some older children are confidently forming recognisable figures and letters. Children use a computer on a regular basis, developing good mouse skills to move images on the screen. They develop a sense of space, shape and number through adult-led activities such as choosing a shaped carpet to sit on a circle time, counting how many children are present, and transferring sand and water between containers as they play outside. However, staff are not consistent in encouraging children's thinking by posing problems or asking open-ended questions as children play, to extend their learning further.

Visitors such as police officers, fire fighters, a nurse, farmer and guide dog owner come into the nursery school to help children understand about their jobs within the community.

Overall, key workers have a good knowledge of the stages of development towards the early learning goals. They make observations of children's achievements and involvement in adult-led activities, and plan for each child's next steps to help them make good progress in their learning. Children use a very good range of resources which are well organised and labelled with words and illustrations, meaning they sometimes select toys and equipment independently. There is a balance of adult-led activities and self-chosen tasks, however, in general these are initiated by adults rather than children.

Children's health is well promoted. The outside areas are used on a daily basis to offer activities which encourage children's physical development where they get fresh air and exercise. For example, children enjoy the wide open grass area to run and practise ball skills and some confidently manoeuvre wheeled vehicles, avoiding each other and obstacles. Children learn some good procedures in their personal hygiene and start to make healthy choices in what they eat through discussion and good example set at snack time. Children start to be aware of their own safety as they learn how to use equipment safely, and regular emergency evacuation practises mean that children know what to expect in a real situation.

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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

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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