



Sunshine Morning Nursery

Inspection report for early years provision

Unique Reference Number	143147
Inspection date	26 January 2006
Inspector	Sara Bailey
Setting Address	The Village Hall, Over Stratton, South Petherton, Somerset, TA13 5LL
Telephone number	(01460) 242250 - Nur
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Registered person	Partnership of N Buckler, C Smith and S Gutteridge
Type of inspection	Integrated
Type of care	Sessional 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 outstanding.

WHAT SORT OF SETTING IS IT?

Sunshine Morning Nursery opened in 1999. It is privately owned by two partners who operate from Over Stratton village hall, Somerset. There is one main play room with toilet and kitchen facilities directly off this area. There is a small, fully enclosed garden for outside play. The setting have a tank of fish which the children feed.

There are currently 25 children from 2 to 4 years on roll. This includes 15 funded children. Children attend for a variety of sessions. The setting currently supports

children with special needs but no children attend at present speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:15 until 12:15.

There are 7 part-time staff working with the children. Of these, 2 are qualified in Montessori teaching, one of whom has additional early years qualification to level 3. There is one member of staff who holds a National Vocational Qualification (NVQ) level 2 qualification in early years. There are 3 staff currently working towards their NVQ 3, one member of staff is unqualified. The setting follows Montessori principles. It receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and wellbeing is effectively promoted and given high priority by all staff. Children show a very good understanding of how to keep themselves healthy. For example, they know the importance of hand washing and independently wash their hands after messy activities, using the toilet and before snack. However, restraints of the hall mean that the toilets have only cold water for hand washing so a communal bowl of warm water is provided within the playroom which puts children at risk of cross infection. Children spontaneously help themselves to tissues and dispose of them appropriately after use. They develop excellent self care skills in line with the Montessori approach. For example, children wash their own cups and plates after snack and self-select aprons to wear for messy activities.

Children's dietary requirements are met effectively through discussions with parents. Children visit the snack area as they wish during the morning session to enjoy a range of healthy, nutritious foods. For example, bowls of fresh fruit, vegetable pieces and dried fruit are available for self-selection and regularly replenished. They also make their own toast with supervision and select and spread their own healthy toppings. Children independently access small jugs of milk, water or diluted fruit juice to pour drinks for themselves. Children enjoy a wonderful social occasion during snack time when they talk about their food likes, dislikes and tastes.

Children develop a positive attitude towards physical exercise and enjoy daily outside play opportunities all year round. Children skilfully use fastenings on their coats in preparation for outside play. Older, more able children assist younger children in doing their zips and buttons without being asked. Children understand how they need to run around to warm up on going outside in cold weather, they stamp their feet and clap their hands. They eagerly play with a range of different sized balls. They organise games with their peers throwing and catching as well as running after bouncy balls on their own. Children learn about spatial awareness through a variety of physical activities such as having individual carpet squares to find a space and move around with an awareness of others. Children use a wide variety of tools with skill. They practise and master fine motor control by means of regular access to a

very good range of resources such as scissors and Montessori equipment. For example, children pour, use tongs and spoons to transfer objects from one container to another, thread, sort and use keys and padlocks.

Children benefit from most health records being in place although there is no written parental consent for seeking emergency medical treatment which compromises their health. Staff are vigilant about obtaining parental consent prior to administering any medication and seek guidance from health professionals on how to correctly administer inhalers. Accident records are detailed and parents are provided with additional information on head injuries which benefits children's continuity of care.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are very safe within the setting as staff have identified and minimised risks. Staff are vigilant at monitoring the environment both inside and outside. For example, the gate is padlocked during outside play and the front door is bolted as well as a security chain used when children are inside, to prevent unauthorised people walking in. All visitors are clearly recorded.

Children are encouraged to learn about their own safety within a carefully controlled environment. Children use china cups and plates, glass jugs and real tools and equipment. They are taught by the staff how to use these safely and how to move around the room with minimal risk. For example, children are routinely shown how to carry chairs and trays of fragile equipment. Children are involved in making toast, they understand the dangers of electricity and heat. They are very well supervised at all times. Staff are effectively deployed to ensure children are well supported and safe in everything they do. Children understand they are not allowed into the kitchen and the door is kept closed at all times. Children are so engrossed in their play they do not wander. Children independently access a wide range of toys and resources which are safely displayed on low, open shelving around the room.

Children's welfare is safeguarded as key staff present at each session are knowledgeable about child protection issues and all staff are aware of the importance of passing on concerns to the supervisors. However, not all staff are clear about the procedures to follow if they are concerned about a child, in line with the Area Child Protection Committee. Child protection training has been sought by staff to further develop their knowledge.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time at the nursery and show they are extremely comfortable and familiar with routines and all staff members. They achieve very well because staff are highly skilled at understanding individual needs and meeting them exceptionally well. Two year olds are gently introduced to the routine and eagerly participate once established, as older children are excellent role models for them. For

example, following the Montessori approach where children self select their resources from shelves and put them back when finished with, those who in their excitement forget are reminded by their peers on what to do. Activities are age appropriate and skilfully supported by very experienced staff to ensure each child is challenged and extended. Children of all ages blossom in all areas of development due to the exceptional way staff engage with them, encourage independence and value their individuality.

Nursery Education

The quality of teaching and learning is outstanding. Children greatly benefit from the highly effective way the Montessori approach is skilfully linked to the Foundation Stage curriculum. Children are making rapid progress towards all of the early learning goals as they are experiencing a varied and exciting range of activities. Play is always child led with excellent staff deployment to support children as needed. Children explore and investigate all senses through well planned activities which link all areas of learning from just one experience. For example, children make patterns with coloured elastic bands on a board of nails. They learn about maths with patterns, measurements and shapes. Their language is developed with the introduction of new words by staff to support their learning. Children use excellent fine motor control to make the intricate patterns, learn about elasticity of the bands as they don't always do what they want them to do and are very creative with their design. Once finished the children remove all the bands and replace the activity back on the shelf for the next child which incorporates excellent self care skills and shows an exemplary approach to their own behaviour management. Children show perseverance with all activities to an exceptional standard. Their concentration periods are excellent in everything they do. For example, very difficult layered jigsaw puzzles are completed after long periods of time trying at first on their own, then with peer or adult support. Children return to the same jigsaws and other taxing activities spontaneously, day after day to develop their skills.

Children thrive in the vibrant setting. There is a constant hub of activity as children move from one activity to another relishing every opportunity. Everyone is busy achieving their own goals and clearly very proud of their ability to complete tasks from beginning to end. For example, a child self selects the tray containing a glass juicer and a delicate china mug. Staff are expertly deployed and on hand to respond to the child's request for an orange when required. The child spontaneously explores the orange-half using all of her senses. She has clearly used the equipment before as she immediately squeezes the orange, pours the juice into the cup and drinks it. She comments on the lovely smell of the juice, the stickiness on her hands and independently washes the equipment before placing it back onto the tray and on the shelf for the next child. Children's achievements with the Montessori equipment are continually and rigorously recorded and transferred into their individual stepping stones records. This enables staff to maintain the high standards of teaching. Planned activities are evaluated to influence future planning to ensure individual children's needs are met. For example, staff identify which colour stepping stone children are currently on and areas they know need to be worked on, such as scissor control, language or social skills. Staff's relationships with and knowledge of individual children is excellent. The activities and experiences provided are exceptionally well matched to children's needs and interests. Teaching is consistently

inspiring and challenging for all children.

Children are very competent at recognising letters, words and linking sounds with letters. They self register in the mornings and routinely find their name cards at circle time or their clearly labelled drawer with ease, without any assistance of pictures. Children eagerly participate in bringing objects from home to link with the letter of the week for 'show and tell' and if they forget they quickly find something on their person to be fully involved. For example, a 3-year-old shows his coat for 'c'. Children listen intently to stories, directions and develop these skills through meaningful listening games where they show respect for others talking. Children learn new vocabulary and use excellent descriptive language to express their feelings. For example, when exploring their senses, a 4-year-old smells an onion and says "this one is disgusting". Children with speech delay are expertly encouraged to speak out in a group and develop their skills. For example, a 4-year-old rings the bell to gain children's attention and with staff's support and guidance announces to the group "tidy up time". Staff interact with children in an adult way which shows respect and is highly effective at promoting a positive role model for them in their conversation with their peers. Children explore their voices through the use of a microphone and tape recorder. They enjoy a 'sound walk' around their local community recording the noises they hear and the noises they make, for example, splashing in puddles, stamping in wet mud.

Children are very knowledgeable about their community and those of others. They explore different cultures and festivals, for example, Chinese New Year. Children spontaneously investigate objects near and far using magnifying glasses and binoculars. They learn about the weather through meaningful discussions. For example, a child asks "Is it cold outside?" Staff suggest he goes outside to find out, explaining that although the sun is bright it doesn't always mean it will be hot. Children's learning is expertly developed both inside and outside. As well as physical play outside, children are excited to play hide and seek with small china elephants to develop their sensory awareness skills. A worried 4-year-old asks "what if we can't find them?" other children are encouraged to help her problem solve and alleviate her concerns. Children are totally engrossed in a wonderful game of 'What's the time Mr Wolf?'. A 4-year-old cleverly calculates that the smaller the number the less distance they move towards her. She starts off with larger numbers and as the group get closer she decreases the number to ensure they do not reach her before she has the chance to shout 'dinner time' and chase them. Their knowledge of mathematical concepts is exceptional. Children relish problem solving activities using the Montessori equipment. They correctly organise rods, spindles, cylinders and cubes into steps of size. They use fantastic mathematical language. A 4-year-old identifies a cube as beginning with the letter 'c' and shows it to the group at circle time. Sandpaper letters and numerals introduce children to the shapes of each. Their learning is reinforced with visual aids wherever possible. Excellent resources are readily available for staff to use as required to develop an aspect of learning the children show an interest in. Children play whilst listening to classical music which creates a calm learning environment. Their creativity is extended through all aspects of learning. For example, a 3-year-old requests a lid for a large plastic jar of beads. As there is not one for this container the child is directed to the tools needed to make one. The child draws around a china plate, cuts it out and fixes it with an elastic

band. Activities and experiences are rich, varied and imaginative. This is a highly stimulating and welcoming environment.

Helping children make a positive contribution

The provision is outstanding.

Children are extremely well behaved and gain a high level of self-control. They express their needs appropriately, learn to negotiate conflict and become sensitive and respectful in their interactions with others. For example, children show care for each other by asking if they would like help before stepping in to assist. Staff are extremely skilled and sensitive in their management of children and their behaviour. For example, when a child finds it difficult to express himself and raises his voice, he looks to the staff who calmly defuse the situation by showing him the correct way to deal with his problem. They ask him to explain to them first what is making him angry and then to the other child, supporting him at every stage and checking out the learning process for both children involved. Children play a dynamic role in the setting. They are animated and enthusiastic as they make choices about their activities and care. They take responsibility for their actions and contribute to the development of the routines. Children are involved in clearing away and respond exceptionally well to both the staff and their peers direction to do so when they hear the bell.

Children with special educational needs are extremely well supported. The activities are exceptionally well matched to the children's needs to help them gain in confidence and make very good progress. Staff constantly praise and encourage, reinforcing sounds and letters to develop their language skills. Children gain a well-developed respect for others and their beliefs, cultures and traditions. Staff provide a highly stimulating and welcoming environment which fully reflects the children's backgrounds and the wider community. Social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers is outstanding. Children greatly benefit from the superb partnership between the staff, parents and external agencies to ensure children's individual needs are met so well. For example, children with special educational needs or specific medical needs have their care significantly enhanced by excellent links with other professionals. Parents are kept very well informed about current topics through newsletters. They show a commitment to their children's learning by encouraging excellent involvement in objects from home being brought in for 'show and tell'. Parents are really welcomed in to the group. The settling in process each morning is exceptional. Parents know the routine, they assist their child to self register, select an activity and those who wish, play for a while until they are ready to leave. There is an informal yet valuable sharing of information between staff and parents. Children are so settled due to the highly effective, relaxed atmosphere created by the adults. Parents are kept very well informed about their individual children's progress through informal discussions and regular meetings with their key workers.

Organisation

The organisation is good.

Children's care is enhanced by efficient and effective organisation. Knowledgeable staff fully understand and follow the setting's comprehensive policies and procedures. This protects children, promotes their wellbeing and helps them to develop their potential. However, written consent for emergency medical treatment has been overlooked and compromises children's health in an emergency. All other documentation is in place. There are clear entries in the register which reflect high ratios. Excellent staff deployment ensures children are well supervised and receive high levels of staff support. Children are able to choose when to visit the snack table which prevents their play being interrupted when they are fully engrossed. The organisation of time inside and outside is well balanced and an incredible amount of learning is fitted into a short session.

Although there has been a change of staff recently, the daily operation of the setting is very successful at providing continuity of care for the children. Staff who are awaiting clearance are always supervised with the children and there are clear induction procedures. The setting meets the needs of the range of children for whom it provides.

The leadership and management is outstanding. The partners who share the responsibility of joint supervisors are excellent role models for the rest of the staff team. There are comprehensive systems in place to monitor and evaluate the provision for nursery education. For example, all new staff are shown how to use the Montessori equipment appropriately. They are observed in practice to maintain high standards in the implementation of Montessori alongside the Foundation Stage curriculum. These continual and rigorous monitoring procedures enable staff to be confident in their roles and responsibilities which reflects in the smooth running of the setting.

Improvements since the last inspection

At the last care inspection it was agreed to address two recommendations; to improve documentation relating to the recording of visitors, registration forms and complaints procedure; to obtain written parental consent for administering medication. Both have been addressed appropriately. Visitors are clearly recorded, registration forms are detailed and parents are informed about the complaints procedure. This ensures children are protected and their wellbeing promoted.

At the last nursery education inspection a point for consideration was to further develop the recording of children's progress in line with the stepping stones. Individual booklets devised by the supervisors link the Montessori checklists and regular observations to the stepping stones. These are shared with parents on a termly basis which benefits staff, parents and children.

Complaints since the last inspection

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.

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 outstanding.

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):

- obtain written parental consent for seeking emergency medical treatment or advice.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk