



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 650144

DfES Number: 517957

INSPECTION DETAILS

Inspection Date 16/02/2004
Inspector Name Denise May Smith

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sunshine Day Nursery
Setting Address King Harold School
Broomstick Hall Road
Waltham Abbey
Essex
EN9 1LF

REGISTERED PROVIDER DETAILS

Name Mrs Julie Holmes

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Sunshine Day Nursery opened in 1990. It operates from two converted classrooms within King Harold School in Waltham Abbey. The nursery offers care to the children of teaching staff at the school and children from the local area.

There are currently 64 children from 0 to 5 years on roll. This includes 16 funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week all year round with the exception of two weeks at Christmas. Sessions are from 08:00 hrs until 18:00 hrs.

Fourteen staff work with the children, two of whom are part time. Over half the staff have early years qualifications to NVQ level 3. One member of staff has just finished working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

How good is the Day Care?

Sunshine Day Nursery provides good care for children.

The management and organisation of the group is effective and ensures that staff are able to offer good, appropriate care to the children. The nursery is warm and welcoming to parents and children. The baby room is divided into two areas in order to protect the youngest children while maintaining the social interaction. A small staff team work with the babies offering consistency. Other areas are organised so that the differing needs of the children can be accommodated. The comprehensive system of information sharing ensures children are cared for according to parent's wishes. Most policies and procedures are up to date and inform good practice. Staff training is given high priority and deployment of staff is well managed.

Meal times are valued as a social time, a varied and nutritious menu is provided and children's individual dietary requirements are met. Staff have a good awareness of keeping children safe both in and outdoors. Children are encouraged to wash their hands and paper towels are provided for hand drying but children tend to use communal towels instead.

Staff act as good role models and enjoy good relationships with the children. Children who have special needs are well supported and fully included into the setting. Children are provided with a varied, well-paced, age-appropriate range of activities, which include frequent opportunities for outdoor play. The many visitors to the group support topic based activities. Toys and equipment are chosen with care in order to meet the needs of all children. Praise and encouragement is used effectively, this reinforces the children's good behaviour and promotes children's confidence and self-esteem.

Partnership with parents and carers is very good. Comprehensive information is both gathered and shared with parents so that children feel secure in the group. Parents are encouraged to approach the staff and management at any time.

What has improved since the last inspection?

At the last inspection the proprietor of Sunshine Day Nursery agreed to, ensure that hazards to children on the premises, inside, are minimised. This referred to low-level glass in the main door, and to ensure written permission is obtained from parents prior to administering medicine and parents signing to acknowledge medicine given.

The entrance to the nursery has been altered and the old entrance containing the low level glass has been blocked up. Written permission is now obtained from parents prior to administering medicine and parents sign to acknowledge medicine has been given.

By addressing these actions the safety of the children has been further enhanced.

What is being done well?

- The care, learning and play opportunities and the range and quality of the toys and resources ensure that children are well cared for and their development promoted.
- The partnership with parents is good. The information which is gathered and shared enables staff to offer appropriate care.

An aspect of outstanding practice:

The small, dedicated staff team who care for the babies do so following the children's individual routines and provide a stimulating environment where children are happy.

What needs to be improved?

- the recording the times of children's arrival and departure
- children's use of paper towells for hand drying.
- the complaints procedure, so that it contains Ofsted's name address and telephone number and the recording of any existing injuries that the children may arrive with.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Revise the system for recording the times of children's arrival and departure.
14	Ensure that the complaints procedure contains a reference to Ofsted's name, address and telephone number as the registering body and there is a process to record any existing injuries that the children may arrive with.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Sunshine Day Nursery is of high quality. It enables children to make very good progress towards all of the early learning goals.

The quality of teaching is very good. All staff have a sound knowledge of the Foundation Stage and understand how children learn. They use this knowledge to deliver fun, exciting, interesting activities and varied opportunities for children to try new experiences. The children respond to these opportunities and absorb the curriculum offered through their play. Core activities such as sand, water, free art and play dough are always available and underpin the topic related activities. Assessment is used to identify children's strengths and highlight any gaps in learning but this does not currently cover all of the stepping stones. The children's key workers use this assessment information to inform planning. Children are very well behaved. Staff have clear expectations of the children and consistently apply age appropriate strategies to encourage positive behaviour. An effective system for supporting children with special educational needs and for whom English is an additional language ensures equality of access to the provision and enables all children to participate in the rich opportunities available.

Leadership and management is very good. Staff have a clear understanding of their roles and responsibilities, they work well as a team drawing on each other's strengths. The system of staff appraisals and the high importance placed on the training and development ensures that the team are motivated and enthusiastic to develop the setting.

The partnership with parents is very good. Information is gathered and shared in a variety of ways. Parents are kept up to date with current topics and good information is given to them regarding the six areas of learning. Parents are encouraged to be involved in the assessment of their children, which directly informs the planning of the curriculum.

What is being done well?

- The very good organisation and strong management team, who act as good role models ensure the high quality of the provision.
- The very good relationships with parents/carers promotes a strong working partnership where the parents are encouraged to be involved and support their children's educational experience.

What needs to be improved?

- assessment, so that it covers all areas of the stepping stones as children

reach them and make progress towards the early learning goals.

What has improved since the last inspection?

Very good progress has been made at addressing the two key issues resulting from the last inspection. Alphabet and a number friezes have been introduced throughout the nursery to support children's learning. The outdoor provision, including activities for promoting climbing and balancing have been developed and are now effective.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn and to try new experiences. They concentrate and persevere, with adult support where appropriate. They are confident, happy and secure; separating from carers with ease. Children form good relationships with staff and peers, co-operating, negotiating, taking turns, sharing resources and supporting each other. Children are very well behaved responding to the positive messages given to them. They have high levels of self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language to negotiate with peers and adults, speaking confidently to a familiar audience. They link sounds to letters and match sounds to the alphabet. Books are valued and handled appropriately. Children join in and listen intently to stories predicting the story lines and enjoy telling stories to their friends. Children are skilled at mark making during role play and throughout many of the activities offered including labelling their own work. A word rich environment is provided.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently recognise and recreate patterns and use mathematical concepts to problem solve. They are skilled at using numbers across many play situations, counting and sorting reliably to 10 and beyond, recognising numerals correctly. Staff make good use of introducing calculation and relating adding and subtraction to combining groups of objects through both planned and spontaneous activities. Children recognise shape, size and quantity using appropriate language to describe position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children build and construct using a range of objects and tools. Good opportunities are provided to use information technology which underpins learning in other areas. They enjoy talking about past and present events. They learn about the environment, the natural world, the local community and the wider world through an interesting range of activities; visitors to the group further support learning. Children enjoy tracking the adventures of a bear as they take him/her on holiday.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Very good opportunities are planned, both indoors and out, all year around which, encourage children to climb, jump, slide, balance and develop a sense of space. They have awareness of their own bodies and of others. They use tools and equipment in a variety of activities, with control and a developing awareness of safety. Children move confidently to music and during general physical activities. Children learn about the importance of staying healthy through discussion and planned activities.

CREATIVE DEVELOPMENT

Judgement: Very Good

The good provision for children to experience messy play is a strength of the group. Children choose from a range of resources available in the dedicated art room. They explore colour and texture constructing in 2 and 3 dimensions. They express their ideas and develop their imaginations through planned and spontaneous activities. Children enjoy a wide range of songs, rhymes and ring games; music is used for fun and to support other areas of learning. Role-play supports topic related activities

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to improving the following:
- develop the assessment of the children, so that it covers all of the stepping stones children achieve as they make progress towards the early learning goals.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.