

Sunshine Corner Neighbourhood Nursery

Inspection report for early years provision

Unique reference number	EY282231
Inspection date	14/10/2010
Inspector	John Viner
Setting address	Aylesham CP School, Attlee Avenue, Aylesham, Canterbury, Kent, CT3 3BS
Telephone number	01304 842223
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Sunshine Corner Nursery opened in 2004 and is registered for 56 children from birth to under five, of whom no more than six may be under two. It operates from a purpose built block in the grounds of Aylesham Primary School. The premises consist of a main nursery room, with toilets and a kitchen; a baby unit, with a sleeping room, kitchen and changing area; a staff room, office, adult toilets, and a parents' room. Babies, toddlers and older children each have their own outside play area. Sunshine Corner serves the local area.

There are currently 73 children from birth to under 5 years on roll. Of these, 40 children receive funding for nursery education. The setting supports children with special needs and those for whom English is an additional language. The nursery opens five days a week all year round. Sessions are from 8.45am to 11.45am and from 12.45pm to 3.45pm. Children can attend all day from 7.30am to 5.30pm. The setting employs 15 staff. Of these, four have appropriate qualifications to NVQ level 2, six have level 3 qualifications and two have Level 4. An early years teacher from the local Children's Centre works with the children on one day each week during school term time. The setting receives advisory support from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting that meets the needs of all children well. Children and babies are safe and secure, grow in confidence and enjoy their learning. Adults know the children well and plan effectively for them so that they make good progress from their starting points, although there are limited opportunities for developing large motor skills. Children are happy, inquisitive learners. The setting's promotion of healthy living is exceptional and this helps children's understanding of the world around them. Leaders have an ambitious vision for the setting's development that is shared by all staff and ensures there is good capacity for sustained improvement.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to develop their gross motor skills through climbing and large construction
- improve the systems for the regular review and updating of staff safeguarding training.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is good. Children are kept safe and free from harm because of the good underpinning systems. These are clearly understood and implemented by all staff. Rigorous daily checks ensure that equipment is safe to use. Robust recruitment systems ensure that all staff are suitable people to work with children and all visitors' credentials are checked. Child protection is a priority and, although there is no planned approach to refresher training, all staff know what to do if they are worried.

The setting is outstanding in promoting equality and diversity; leaders actively expand children's understanding of diversity and difference through links with the community. The analysis of the different ways in which boys and girls learn has raised adults' understanding and changed their approach to boys' learning. The learning environment is bright, welcoming and stimulating. Resources are plentiful, well-maintained and in good condition. Their careful deployment ensures that they support all areas of children's learning and development. Resources for information and communications technology are good and the setting has recently acquired more computers to increase children's access to them. The indoor environment is effectively planned to suit the different needs of toddlers and older children while the separate baby room is arranged to help children to feel secure and safe. Similarly there are three spacious and well-equipped outdoor areas although there are not enough opportunities for children to develop their large motor skills through climbing or using large construction toys.

Good partnerships with the primary school and local community enrich children's experiences through the use of the school's facilities and visits, for example, to the local library and post office. The setting's partnership with parents and carers is outstanding. Parents and carers are extremely well-informed of their child's progress. There are very good avenues of formal and informal communication which are enhanced by the provision of training for parents in such topics as the Early Years learning. The nursery use a particularly impressive project to help families learn about their child's development by filming the child at home. This is then used to help the family learn to support their child. Parents and carers speak very highly of the setting; parents praise the confidence that their child has developed as a result of attending Sunshine Nursery, saying they have been 'fantastic' in their sensitive work with their child.

Since the last inspection the setting has become independent of the primary school. The recommendations made then have been successfully addressed. The leaders have an ambitious vision for the setting that is shared by all staff. This results in a sustained focus on its further development. Self evaluation is rigorous and continuous so leaders know the setting's strengths well and correctly identify planned improvement. They involve and inspire all staff who are empowered to make important decisions that further raise children's achievement and wellbeing. This focused team involvement gives the setting good capacity for further improvement.

The quality and standards of the early years provision and outcomes for children

Most children make good progress from their starting points and a few make exceptional progress. Parents and carers say the setting prepares them well for school, for example, one thanked the Nursery for sending her son to school already able to write. Staff know the children well and work together to promote their learning and development. They know their starting points and assess their progress carefully to plan their next steps. Children's progress is recorded in their learning journey folders. Many parents add information from home so that there is a shared picture of their child's development.

Staff welcome children warmly as soon as they arrive each day so that they settle quickly and are eager to learn. Because of the caring, respectful relationships with the adults children feel extremely safe, valued and special. They relate well to each other and are enthusiastic learners. Babies are cared for tenderly. Staff talk and sing to them, help them to explore the world around them and make sure that their welfare needs are met. As a result they are happy, show a strong sense of security and grow in confidence. Adults give children responsibility and involve them in their learning, for example, in making their own rules for the setting and helping to set up activities they have chosen. As a result, children enjoy their learning, develop their independence and build up their confidence.

Children have an outstanding understanding of healthy living because of the excellent way the setting promotes it. They understand how to keep clean and fit but their knowledge of healthy eating is exceptional. This is because the setting employs its own cook who prepares only fresh healthy food. Some of this food is grown by the children in the outdoor area; they harvest and clean it before it goes for preparation. Children are guided by adults in preparing and cooking fresh produce as part of their learning. Babies are content and settled because their welfare and dietary needs are met to a high standard.

There is a good balance of adult led and free choice activities that are provided in separate areas for babies, toddlers and older children. The transition between these areas is managed well so that children can begin to explore the next stage of learning when they are ready.

The separate outside areas for each age group allow children's physical development to progress at a good pace and they can run around safely without risk of an accident with an older child. Children behave well, cooperate successfully and so help the smooth running of the setting.

The setting is characterised by busy, interested children who play happily together and who are engaged in their learning. Their communication skills are developing well, they chat confidently to the adults and are beginning to use computers confidently. Children are curious about the world around them and are excited explorers. Babies demonstrate a growing interest in finding out about their surroundings. Children are well-prepared for the next stage in their learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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