

Sunshine Pre-School and Day Nursery

Inspection report for early years provision

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Inspector Judith Reed

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Sunshine Pre-school and Day Nursery is a privately owned nursery. It opened in 1991 and operates from a detached house in the Shirley area of Southampton. It serves the local and wider area. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 31 children may attend the nursery at any one time. There are currently 65 children from four months to under five years on roll. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities as well as children who speak English as an additional language.

The nursery employs nine members of staff. Of these, seven members of staff hold appropriate early years qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are busy and well occupied while they attend the pre-school and day nursery. Key people know the children well and meet their individual needs. Equality and diversity is suitably promoted. The staff team are involved in the evaluation of the pre-school and nursery. The management team strive for continuous development of the setting through improvement to the premises and ongoing training.

What steps need to be taken to improve provision further?

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

- develop risk assessment documentation and ensure it clearly states when assessment was carried out, by whom, date of review and any action taken following a review or incident

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the staff are well aware of the procedures to follow if they have any concerns about the children in their care. They are familiar with the safeguarding policy and know the child protection officer of the pre-school and day nursery. Management and staff are trained in safeguarding issues. They are

suitability checked as required. Children are safe as a number of safety precautions are employed to ensure risks are reduced. Parents are reminded to keep the outside gate bolted as they enter and leave the premises. They ring a doorbell to gain entry to the building. Stair gates are in place at the top and bottom of the stairs as well as in the kitchen doorway. Risk assessments are completed, however documentation is not sufficiently thorough and detailed at present. Careful risk assessments are completed for all outings and visits. Children learn to behave in ways that are safe for themselves as they are gently reminded to wash hands their after using the toilet by observant staff. They are happy and settled in the pre-school and day nursery as they feel safe with familiar staff who know them well. Staff talk to them calmly to reassure them when they become distressed. Parents/carers complete the required documentation to ensure children's safety and well-being. Staff build good relationships with parents and children grow in confidence as the key people know them well and meet their individual needs. Parents/carers are well informed about what is going on and are invited in to join in activities such as the Christmas songs and coffee morning and the 'Big Boy's Breakfast'. Parents/carers know their child's key person and feel involved in their child's learning and development. They receive daily verbal feedback. Parents/carers state that they are very pleased with their children's development, in particular their social skills. Children are more confident and interact well with each other. Parents/carers report that they know how to make a complaint about the pre-school and day nursery as they receive a computer disk of the policies and procedures of the setting. Children receive continuity of care and learning because the pre-school and day nursery is part of a local network of nurseries. The owner states that staff would work with other providers to support children's learning and development as necessary. The special educational needs coordinator works closely with the local authority advisor to support children with disabilities and/or learning difficulties.

Self-evaluation is completed by the management team, although staff are encouraged to contribute during staff meetings. The documentation is regularly updated and reviewed to include developments within the provision, such as the new access point and toilet for disabled people. Staff have a professional attitude to childcare and are committed to developing their knowledge through ongoing training. Regular staff appraisals are carried out and many staff are involved in peer-on-peer observations.

Resources within the pre-school and day nursery are good. Staff are deployed appropriately around the building and support each other well, moving around as necessary. In suitable weather pre-school children enjoy free-flow activities inside and outside the ground floor rooms. All children move around their designated areas and make choices about their own activities. Younger children who use the upstairs areas have a sleep room with a number of cots or low beds available. All children are familiar with the routines of the pre-school and day nursery. They organise themselves for snacks and lunch times. A number of different resources reflect diversity including books and home corner equipment. Several children attending the pre-school and nursery speak English as an additional language. Two members of staff also speak other languages and are able to support children, as well as parents, within the nursery environment. Parents have found this very helpful and comforting as they leave their young children at the pre-school and

day nursery.

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

Children are confident and happy making choices about their activities when attending the pre-school and day nursery. Key people gather information about children's starting points for their learning journey through the Unique Child booklet and conversation with parents. Key people make regular observations of children's development and learning to record in their individual learning journey records. These observations are linked to the Early Years Foundation Stage and next steps for learning are set. The records are shared with parents at formal meetings. In the pre-school section the skilled and experienced staff follow children's interests when planning activities. They introduce the learning as they go along. For example, the planning record book shows children choose books to share, staff encourage them to think about the familiar book and describe the characters in the story and their behaviour, they also talk about the plot and what happens next. Photographs include the group of children listening carefully to the story. This shows that many aspects of the communication, language and literacy area of the curriculum are being included during story time activities. Staff also ensure all areas of the curriculum are included when children take part in the Christmas songs session. Parents are invited into the pre-school and day nursery to watch the singing. Most pre-school children join in enthusiastically with the group. They follow instructions showing appropriate personal, social and emotional skills. Children sing along and join in actions, as well as playing musical instruments. This demonstrates creative development, physical skills and language development. Children also count the number of reindeer in a song about Santa's sleigh showing their numeracy skills and gaining knowledge and understanding of the world.

Children develop habits of healthy eating through their snack choices and nutritious lunches. The pre-school children make a choice from the fruit bowl when they come to the have their snack. They have whole fruits such as bananas, apples and satsumas. Children choose drinks of milk or water. The younger children enjoy pieces of buttered toast, rice cakes and vegetable sticks. They are reminded to have their drink to keep them well hydrated. Cooked lunches are provided and food is prepared in a local school and collected by nursery staff at lunch time. Insulated boxes are used to transport food. Staff serve the food onto children's plates in the kitchen. Children sit together at low tables. They relish the curried chicken with rice and vegetables. Tomato pasta is provided as an option. Children also enjoy the ice cream which is available for pudding. Staff ensure children wash their hands before lunch or snack time, and clean themselves afterwards. Younger children are given individual flannels to wipe their own hands and faces, helping to encourage their independence. Individual hand drying paper towels are provided around the pre-school and day nursery. Staff maintain appropriate standards of hygiene when changing nappies and children are protected from cross-infection. Practitioners are aware of the children's stages of development and their individual needs. All children are equally valued and respected. The staff support the children well and act as effective role models for behaviour. Good manners and sharing are

praised and encouraged. Children have high self-esteem and are proud of their creations. Children develop skills for the future as they become independent when putting on clothing and shoes. They build friendships.

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children adopt healthy lifestyles	2
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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