

# Sunshine Pre-School and Day Nursery

36 Thornbury Avenue, Southampton, Hampshire, SO15 5BR

<b>Inspection date</b>	03/10/2012
Previous inspection date	17/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are highly motivated individuals, demonstrating confidence and self-assurance in their self-chosen play. Overall, they have good relationships with their key person and their peers.
- Effective 'snowball' planning builds on children's skills, knowledge and interests which means that many children are making good progress towards the early learning goals
- Management see the role of the adult as the vital ingredient in children's learning. Staff training and coaching ensures that all staff interact with children purposefully and skilfully to aid developmental progress.
- The setting has undertaken 'Action research' in how best to support boys. As a result the stimulating environment has been adapted and practice embedded which fully engages all the boys in learning opportunities.
- There is good emphasis on indoor and outdoor learning, with free-flow play in all weathers. Under two's have regular trips out in the three-seater buggies to local parks to see the wildlife.

### It is not yet outstanding because

- The early morning care and learning arrangements for children at drop off times, have recently changed and are not successful, because staff are not deployed effectively in

their base rooms.

- The key person system is not highly embedded to ensure all key adults have a comprehensive knowledge of their key children and families. Particularly for some of the families for whom English is an additional language.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### **Inspection activities**

- The inspector observed activities and tracked children in the four different rooms and the garden.
- The inspector interviewed the manager and owner regarding leadership and management.
- The inspector looked at children's progress records, planning, and sampled documentation, particularly related to safeguarding.
- The inspector spoke to some parents to gain their views of the setting.
- The inspector spoke to staff of key children.
- The inspector undertook a joint observation with the manager.

### **Inspector**

Lorraine Wardlaw

## Full Report

### Information about 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 8am to 6pm all year round. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 54 children from four months to under five years on roll. Children attend for a variety of sessions or for the whole day. The setting is able to support children with special educational needs and/or disabilities as well as children who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs seven members of staff. Of these, one holds Qualified Teacher Status, one is an Early Years Professional and four other members of staff hold early years qualifications to level four and three.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- deploy staff effectively first thing in the mornings to successfully meet the needs of the different age groups of children attending
- strengthen the key person role in working with parents, with particular emphasis on gaining a full picture of each child's background, to provide opportunities for all children to develop and use their home language in play and learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff support children's learning and development extremely well, because they have a good understanding of the revised Early Years Foundation Stage framework and an excellent understanding of how children learn. They are knowledgeable about the needs of the different age groups of children attending and are skilled at tuning in to each individual child and tailoring practice to suit them. Planning of the educational programme is responsive to children's needs and ideas which means that staff are able to offer good challenge on a day-to-day, week-by-week basis. This has an extremely positive impact on children's enthusiasm and motivation to learn, in addition to building on their current skills

and knowledge. For example, a floating and sinking activity which involves seashells, prompts a child to talk about snail shells. This led on to children finding snails in the garden, observing them closely, feeding them with lettuce and banana, and listening to the sounds. At the dinner table children recall enthusiastically what they have learnt during the activity; they tell the visitor they could hear 'crunch crunch' sounds. They talk about the 'big' and 'small' snails, and that they saw the slimy trail. Books are introduced to find out about other animals that also have shells, such as, turtles. The staff are very good at covering the breadth and depth of learning across all learning areas.

The staff understand the needs of the two-year-olds and carefully plan the transition period when children move from upstairs in the under two's base room, to downstairs where the over twos are based. Children can gradually get to know their new key- person and the routines of downstairs for a couple of hours each day. They then return to their safe haven upstairs, which offers great security with the familiar adults with whom they have built a positive, strong bond. The intimacy of the small nursery means that key staff share knowledge of each of their children regularly, which aids this successful transition. Upstairs, the good interaction from staff coupled with routines and play to support the prime areas of learning, means that young babies and toddlers are making strides in their development. For example, they explore rice and pasta standing at a low tray, using different tools and manipulate play dough. Babies are cuddled while being bottle-fed and staff follow closely to their home care routines.

All the time staff talk to children about what they are doing to re-enforce language development and promote use of every day words. Staff are well qualified and additional training on 'Every child is a talker' (ECAT) means they are skilled at promoting children's communication skills. A bi-lingual Polish member of staff effectively supports some children learning English as an additional language, especially during the fun and exciting ECAT music and rhyme time session. However, children who are not Polish do not use their home language in their play and learning because staff have not gained key words and rhymes from their parents. Key person time is well-planned to match the needs of each child. For example, a group of boys excitedly talk about numerals, relating them to the dinosaurs they have counted out and are able to problem solve. This leads on to using numbers in sand and making marks and numerals with their fingers. Group play with the interactive small worlds sets with one another, promotes their confidence, interaction and relationships with the new children attending.

### **The contribution of the early years provision to the well-being of children**

The nursery offers a homely, clean and appropriately maintained environment where children feel welcomed, very settled and happy. The stimulating environment and well chosen play resources effectively supports children's all round development. The children are cared for by a competent, caring staff team who, overall, have built very good relationships with them. Babies and toddlers have formed bonds with their key buddies, who are responsive to their needs. They enjoy soothing talk and cuddles when in need of a sleep and swiftly go off when put into their cot. This successfully promotes their emotional needs and physical growth. Staff regularly check sleeping babies. Under two-

year-olds enjoy regular walks in the local community and show excitement when strapped safely into their buggies for a walk in the fresh air, to the common. All children enjoy a nutritious home-cooked meal, regular drinks and healthy snacks which they thoroughly enjoy. Personal independence is promoted at snack time with children pouring their own drinks. The cook and staff are well aware of those children with allergies, and staff implement a robust medication procedure.

Children's behaviour is very good. Older children know the boundaries of good, safe behaviour and will swiftly and spontaneously apologise if they have inadvertently hit someone during their fantasy play with super hero toys. Staff gently talk to children about safe play, of the consequences of running indoors and having enough space around them. Rules such as 'if you don't make it don't break it' help children to take ownership of their work and make decisions on what happens next. This has positive impact on children confidence and self-esteem. Older children are very confident to talk to the inspector during the day, to ask her questions and explain their thoughts and play. They are encouraged to attend to their own personal needs such as blowing their nose in a tissue, disposing of it and washing their hands to prevent cross- infection. Children proudly show off their physical skills as they balance and jump on tyres in the garden, the graded steps and low climbing wall. They run and become excited as they join in traditional playground games, well supported by the member of staff leading the activity.

### **The effectiveness of the leadership and management of the early years provision**

The manager and staff ensure that the safeguarding and welfare requirements are implemented throughout the nursery. Staff have a secure knowledge of the nursery child protection procedure because they have been trained and are fully aware of each person's responsibilities and associated documentation. Robust procedures are in place for recruitment and appraisal of staff, which includes mentoring support for new staff. This ensures that staff practice is monitored, training is identified and courses booked if necessary. The management team and staff receive very good, inspirational support from the owner who attends a lot of training, which she cascades to the team, and which influences practice in the nursery. For example, recent training on 'key caring' has taken place, although it has not had time to fully imbed across the nursery. The staff team is well trained and many individuals are undertaking foundation degree courses in early years. Policies and procedures are implemented well. However, when the nursery first opens in the morning staff are not deployed well to ensure children's needs are met as successfully as at other times of the day.

The Ofsted on-line self-evaluation of the nursery gives a clear picture of the strengths of the nursery and areas for improvement. A development plan which is informed by the Early Childhood Environmental Rating Scales (ECERS) is drawn up and implemented to ensure the nursery is continually moving forward in terms of quality of provision. For example, the whole nursery has been recently decorated and they are in the process of making improvements to the garden with new equipment. Children contribute their ideas to the garden improvements and parents suggestions are acted upon. For example, hot

meals are now on offer at lunchtime in response to parental demand. Partnership with parents is strong; staff are very welcoming and friendly when parents arrive with their children and have a chat at pick-up time about the child's day or session. A flexible and unique settling in procedure is in place for each child and family. Parents speak highly of the nursery and staff, and of the good information sharing on all care and learning matters. They are able to receive a print out of their child's development through a computer software programme and view their learning stories. Newsletters include information on 'activities to do at home' and children and families regularly take learning bags and boxes home. For example, there is one on toilet training. Partnerships with external agencies and other providers are well established and help to promote consistency of children's care and support for their learning.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	131613
<b>Local authority</b>	Southampton
<b>Inspection number</b>	885817
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Ann Chennells
<b>Date of previous inspection</b>	17/12/2010
<b>Telephone number</b>	023 8063 8270

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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