

Sunninghill Nursery

Sunninghill Preparatory School, South Court, South Walks Road, DORCHESTER, Dorset, DT1 1EB

Inspection date

08/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy their time in a child friendly setting as they independently access an interesting range of learning opportunities. Staff support children's choices skilfully.
- The effective and organised nursery works very well to include all children. Each child is understood as an individual and attentive staff are able to provide for their learning and welfare.
- The nursery staff has good relationships with parents, other professionals and settings to support the good progress children make.
- Staff work very well as a team and have a good understanding of the Early Years Foundation Stage requirements enabling them to deliver a safe and stimulating learning environment.

It is not yet outstanding because

- there is a lack of labelling with pictures or shapes of objects on resources to enable children to identify where things belong and to help them learn that words carry meaning.
- the staff miss some opportunities to use some social conventions, such as "please" and "thank you" during the meal times.
- opportunities for children to recognise similarities and differences to extend their understanding of the diverse society in which we live are not fully embraced.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 within the setting.
- The inspector looked at children's learning journeys, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector spoke to the children.

Inspector

Marie Thompson

Full Report

Information about the setting

Sunninghill Nursery registered in 2012. It is part of the Sunninghill Preparatory School, which is an independent school in Dorchester, Dorset. It operates from an integrated classroom within the school grounds. Children have use of a main playroom, sleep room and associated facilities. They have a dedicated outside play area and also have use of the school grounds.

The nursery is registered on the Early Years Register. The nursery receives funding for the provision of free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities, and children learning English as an additional language.

The nursery is open every weekday from 8am to 4.30pm, term time only. There are currently nine children on roll in the early years age group. The nursery employs three members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- help children develop logic and reasoning by labelling resources with pictures or shapes of objects to enable them to identify where things belong, and to help them learn that words carry meaning

- strengthen the use of social conventions: such as "please", "thank you"

- increase the range of opportunities for children to access and explore through resources and experiences, similarities and differences of the diverse society in which we live.

Inspection judgements

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

The nursery offers a welcoming environment where children are eager to try the activities on offer. They move around from activity to activity with good staff support to enhance their learning and development. Consequently children make good progress in their learning. Staff move around the playroom, providing individual attention as they get down

to the children's level and join in with their play. Children practice their pre-writing skills as they use tools in the play dough and have access to crayons, pencils and paper. Children access the book area where they choose, sitting alone or with staff, to look at books. Story sacks and props are used to enhance story time, and treasure baskets encourage children's understanding of the wider world. Staff extend children's recognition of number and counting in everyday play and through songs and rhymes.

Comprehensive observations and assessments, photographs and examples of children's work are included in records of development. These clearly identify next steps and are discussed with parents. Learning journals are displayed and parents and children may access them at anytime. Parents are invited to make comments, bring photographs and share information from home. Children's individual needs and interests are taken in to account as staff get together to complete their planning. Staff work extremely well together and combine their skills and knowledge effectively to plan an environment where all seven areas of learning are covered. The nursery is inclusive as all children are treated as individuals so that staff build on their existing skills to reach their potential.

Children's progress in communicating, literacy, numeracy and information and communication technology (ICT) is supported by providing a variety of equipment for children to access, for example, electronic toys and digital cameras. Children are encouraged to take pictures to add to their learning journeys. They enjoy the sounds and lights as they press buttons on a range of interactive toys. Children's physical skills are promoted as they go outdoors to explore a wide range of activities and play on a range of equipment. The outside classroom promotes learning in all areas. In the outdoor play area children are able to experience sensory play by digging and using the sand and water. Children find out about the local community as they visit the nearby playground which helps successfully develop their physical skills as they climb, slide and spin on the playground equipment. Children also thoroughly enjoy feeding the ducks at the park. Children go to the library where they take part in 'Clap, tap and wiggle' sessions. While these outings help children begin to find out about the area around them, in the nursery there are fewer opportunities for children to access a range of resources and activities that reflect similarities and differences of the diverse society in which we live. Staff and children have great fun taking part in music and movement to a CD which helps children learn about the importance of health and exercise. The children sometimes take part in cooking activities and very much enjoyed making Christmas cakes. This is not only a very good acceleration of their mathematical development but also equips them with transferable skills for the future.

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

Children enjoy their time at the nursery, running in happily as the dedicated and enthusiastic staff greet them and their parents on arrival. Staff know the children and their families extremely well operating a 'key person' system that helps to build close bonds that lead to trusting relationships. Children clearly feel secure and develop confidence as they approach visitors curiously with enquiries about who they are and what they are doing. Staff help children feel a sense of belonging as they talk about their families and

what they like doing at home. This is supported by the use of photographic family books that the staff have made for the children. Staff have frequent discussions with parents in order to respond to the needs of individual children.

Staff work extremely well together adopting a consistent approach to children's behaviour. Children know what is expected of them. For example, to be kind to their friends. Staff quickly praise children for their achievements, however small, and use effective distraction techniques to resolve issues. For example, for children who sometimes find it difficult to share toys. Children are encouraged to clap each other for their achievements. This encourages children to have mutual respect for each other and staff. Independence is encouraged as children choose what they want to play with. They become independent in their personal care, demonstrating an understanding of keeping themselves healthy as they wash their hands before meals.

All children enjoy a very good diet of fresh food which is prepared each day. Menus are displayed each week for parents' reference. Drinks are always available to children and they help themselves at any time. Children enjoy a social occasion at meals times as they sit together and the staff chat to them about what they have been doing. This helps promote good future eating habits. However, staff missed some opportunities to use some social conventions: such as "please" and "thank you" during the meal times. Children benefit from their nursery experiences as they learn how to make friends. They demonstrate developing companionship as they play alongside each other. Children learn how to keep themselves and others safe as they carefully use resources, such as scissors, and practise the emergency evacuation regularly. Children are beginning to learn about taking a role in their own learning that, combined with staff's support, helps build self-esteem and developing skills that will benefit the children as they move onto the next steps in their learning and, in the future, onto school.

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

The nursery has comprehensive records, policies and procedures in place, providing a good framework for staff to base their practice. This helps the child-friendly provision to be managed safely and efficiently. There is a strong focus on children's safety, security and happiness. The staff have a good understanding of effective working practices. This helps to ensure children are protected from harm as staff understand and implement effective safeguarding procedures. Staff show a strong interest in supporting and caring for children who face challenges as young learners. Children use a range of equipment and resources safely as risk assessments and daily checks are in use to minimise potential hazards. Children are able to move freely indoors and use the garden areas. This allows children to grow in confidence and boosts their learning.

The leadership and management team set high aspirations for quality. The robust recruitment, vetting and induction procedures ensure that staff are experienced and suitable to work within their roles. Performance management systems ensure that staff's strengths are valued and targets are set that identify areas for improvement. Management

currently monitors staff performance through appraisals. Continued improvement and self-evaluation is a developing focus in the nursery. The nursery manager demonstrates high expectations for her staff, and aims to support them to continually develop their knowledge and skills both through training and through regular monitoring. Consequently all staff are happy and motivated in their roles which in turn impacts on their commitment to improve the quality outcomes for children.

Children play in a child friendly and attractive room. They use a wide range of resources that meet their specific learning and development needs. However, there is a lack of labelling with pictures or shapes on resources. This is to enable children to identify where things belong and to help them learn that word carries meaning. In addition to their own room, children are able to use a range of facilities in the school. Overall, children are presented with a good range of play opportunities from which they gain sufficient pleasure and learning. Staff are particularly keen to make the most of children's interests and things that they respond to. Staff effectively use the Early Years Foundation Stage when planning and assessing activities.

The staff team is committed to working in partnership with others and with parents. Parents and carers receive comprehensive communication from the staff on a daily basis; for example, through verbal communication, 'What I did today' sheet and through use of the parents' information board. These maintain a detailed and extensive flow of information between the staff and parents. Parents are very much encouraged to contribute their thoughts about the provision. These are taken on board by the management team, leading to changes in their routines and practices. Through discussions with parents it is evident that they are happy with quality of the provision and have high levels of appreciation for the nursery. Staff value the importance of working together with other early years settings. Systems to manage this are secure.

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 action. 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

Unique reference number	EY444085
Local authority	Dorset
Inspection number	881549
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	9
Number of children on roll	9
Name of provider	Sunninghill Preparatory School Limited
Date of previous inspection	not applicable
Telephone number	01305262306

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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, which are usually the childminder's 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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