

Sunny Meadows

414 Handsworth Road, Handsworth, Sheffield, South Yorkshire, S13 9BZ

Inspection date	20/03/2013
Previous inspection date	11/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely motivated, avidly keen and eager to learn. They are provided with highly stimulating and enjoyable first-hand learning experiences by staff who know them extremely well and have an excellent understanding of how children learn. Therefore, children's individual learning and development needs are significantly enhanced.
- All children are superbly nurtured by the staff. Close relationships and attachments ensure children are happy and secure and, as a result, they are fully involved and confident in the group.
- Superb partnerships with parents and other providers are highly effective and contribute to ensuring children's individual learning needs are very quickly identified and met so that they make excellent progress.
- The utmost priority is given to protect and safeguard the welfare of the children; this is evident through highly effective practices that successfully promote children's safety and well-being.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities between the staff and children in all playrooms and outside. The inspector supplemented observations with pertinent questions.
- The inspector spoke to the manager, management team, staff and children. A joint observation was completed with one of the staff with Early Years Professional Status.
- The inspector took account of the views of parents and carers spoken to on the day and other information in the setting's feedback forms.
- The inspector sampled a range of policies, procedures, records and developmental files.

Inspector

Yvonne Layton

Full Report

Information about the setting

Sunny Meadows was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Handsworth area of Sheffield, South Yorkshire, and is privately owned. The nursery serves the local and surrounding areas and is accessible to all children. It operates from a large detached house and there are fully enclosed areas available for outdoor play.

The nursery employs 27 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 and 3, and two staff have Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 189 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities. The setting holds a local authority charter for quality award.

What the setting needs to do to improve further

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

- continue to maximise how indoor space is used for the Jelly Bean group to further enhance children's learning so that they have even greater opportunities to make their own choices.

Inspection judgements

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

The highly effective quality of teaching throughout the nursery ensures children are making excellent progress in their learning and development. Children's learning and development needs are met exceptionally well because staff provide extensive individual attention to all of the children. They are very enthusiastic and they expertly encourage and fully extend children's learning. This is because they give the children high quality ideas, provide robust challenge and get them to think critically about the activities they choose and are involved in. For example, children are fully engaged and enthralled as stories are told by staff who are highly innovative in their storytelling. Staff are very enthusiastic as they ask probing questions when children are building a den. For example, 'What can be used to make a roof to make it safe so we do not bump our heads?' Children then have time to consider different options, such as using pieces of fabric. They then have the challenge to make the fabric long enough for the roof. Within this, the staff

expertly get the children to explore width and depth as they measure the fabric to make the roof.

Staff encourage outstanding imaginative play and support children extremely well to extend their learning. For example, a line of crates becomes a train and they take an exciting train journey. Children's learning is superbly extended as they undertake a stimulating adventure walk where they encounter different 'perils'. All children have excellent opportunities to explore and investigate as they have access to a very rich range of purposeful activities. Babies and younger children are developing extremely well as staff engage them in highly interactive playful interactions. This superbly encourages them to respond and mimic, and gives them excellent opportunities to explore and experiment.

Children make outstanding progress. They make their own decisions in their play as they are able to access resources freely. This fully enhances their learning, and child-led play is successfully implemented. Staff are highly alert to ensuring and promoting children's safety, although this sometimes results in them placing restrictions on how children in the 'Jelly Bean' group independently access different spaces. Children's learning is expertly enhanced as the staff have a very high level of understanding of promoting children's interests and ideas. For example, when younger children hear a siren, the staff promote their learning very effectively. They highlight the sound and encourage the children to identify it. Staff support them extremely well to talk about what the siren is for and what it may mean. They introduce emergency vehicles into children's role play and extend the theme by finding books and supporting resources to enhance their learning.

Throughout the setting children's language and communication is fostered exceedingly well. Staff are extremely skilled in using open questions with the children so they are able to very effectively use their thinking skills. Children's skills in early reading and writing are fully enhanced as there is extensive use of phonics, written word and signing throughout the setting. Staff are very skilled in using signing during songs and rhymes, and an extremely wide range of pictures are supported by written and signed text. Throughout the setting children's communication is enhanced as staff use very expressive language. The needs of children who speak English as an additional language and children with special educational needs and/or disabilities are very well met. Staff proactively ensure that they value children's home language. For example, they learn key words and children are able to see a wide range of text in their own language.

Staff provide high quality opportunities for children to be creative. Children's learning is fully extended as they can access an extensive variety of art and craft resources which they freely use to explore their own creativity. Throughout the setting, an extensive range of children's creative work is displayed and is highly valued. Younger children carefully explore texture and are given confidence as staff sensitively encourage them to experiment with natural materials and home resources. In addition, all children can relax and explore their senses as they use the well-resourced sensory room.

Children very successfully learn about nature by activities and outings. Staff provide excellent guidance to all children as they learn about growing plants by planting seeds and caring for them. They skilfully introduce themes when they mean the most to the children. For example, only when signs of spring are emerging and children display an active

interest is a theme introduced. All children learn about the lifecycles of different creatures appropriately for their ages and stage of development. Staff use excellent teaching skills to expand children's learning. They use pictures, imaginative and craft activities and real life-activities. For example, children are involved in incubating hens' eggs.

Highly effective and rigorous procedures are in place to observe, assess and plan for children's individual progress. All children have access to a highly motivating environment where staff ensure all seven areas of learning are exceptionally well covered. As a result, all children make exemplary progress given their starting points and capabilities. Very comprehensive and regular progress summaries and reports for parents, including the progress check at age two, ensure children's development is well recognised. Staff are highly knowledgeable about each child's stage of development. Parents' contributions are used extremely well and staff positively encourage learning at home through sharing information and activities. For example, they provide parents with detailed information about schemas, supported by well-considered activity/resource packs. In addition, parent workshops provide an innovative way to extend the links between children's learning at nursery and home to extensively enhance children's learning; for example, a Christmas craft session and an African drumming and movement session.

An excellent range of resources and staff's very good ability ensure children can fully extend their future skills. For example, older children use a sound system and younger ones operate CD players. Staff readily use and link favourite stories effectively to activities and themes to enrich children's learning. For younger children, staff use favourite stories and rhymes from home to aid transitions. Older children are superbly prepared for school as the staff proactively promote independence and group skills. For example, they choose when to take snack, which is fully self-service, and serve their own meals. Children learn to sit and listen attentively during group sessions. Children become used to routines, such as mealtimes, and they understand about waiting their turn for activities. Staff at the nursery create detailed photograph books to reassure and prepare children for school. Children with special educational needs and/or disabilities are extremely well supported by very personal individualised action plans created by parents, staff and the school.

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

Extremely close and caring relationships and superior attachments ensure children are very secure, happy and fully confident in this superbly friendly, welcoming setting. Staff know the children exceptionally well. Each child is matched with their key person when a bond has been formed. Therefore, all adults are able to meet their care and learning needs highly effectively. Children thrive and thoroughly enjoy the extensive experiences offered.

The staff give exceptional consistent support and provide a very rich environment that meets children's learning and development needs well. Children are given the confidence to begin to explore and become involved as the staff superbly nurture and encourage them. Staff build respectful and caring relationships with all the children and their families. They readily discuss what is happening in their family. Throughout the setting, there are an extensive range of family photographs and pictures of the children, all of which

significantly enhances children's sense of self. Children behave very well. This is because the staff are expert at promoting children's self-esteem by using positive behaviour management and high praise and encouragement.

Children are proactively learning about safety and self-care through excellent routine activities and discussions. They learn to keep safe as the staff excel in teaching the children about keeping safe. They can learn about driving bicycles safely in a 'road' area outside. Older children become 'safety spies' as they risk assess the outside area. Extremely efficient procedures are used and staff explain to the younger children about why they must take care when they use the stairs. Therefore, all children develop a high understanding as they take risks safely.

Children are very effectively learning about self-care and personal hygiene. For example, when older children need to wipe their nose they use a 'nose-wiping station', which has a mirror, tissues and hand wash gel. This means that they can effectively care for their needs themselves. Babies' and toddlers' nappies are changed and toilet training needs are handled with sensitivity. Staff use this opportunity to engage the children in rich conversations that extend learning and build attachments.

Children learn about other cultures and people through exciting and extensive planned and spontaneous discussion and activities. Parents are encouraged to share their own cultures with the children, which further extends their learning about diversity. For example, African culture is celebrated as drummers attend the nursery and the children dress in traditional clothes. In addition, their experience is further enriched as they celebrate Indian and Chinese cultures. The individual care, learning and development needs of children who speak English as an additional language and children with special educational needs and/or disabilities are exceptionally well supported and ensure children are fully involved in the setting.

Physical skills and exploration are exceptionally well promoted as children use small and large physical equipment that build their skills superbly. For example, younger children's physical skills are highly promoted as staff encourage them to manipulate large beads on to a wooden rod. They are challenged as they work out the best way to achieve success. Older children learn to take risks safely as they use the large adventure equipment. Children learn about their bodies through activities, music and movement and action rhymes. Children enjoy a wealth of nutritious snacks and meals. Individual dietary needs are known by all staff. Children learn about the need for healthy food through many additional activities, such as cooking and baking.

Children's transitions from home, within the setting and with other providers are highly effective. Staff obtain and receive comprehensive information from parents and other providers, such as childminders, to gain an excellent understanding of the children's individual needs, interests and starting points. This is used to provide stimulating, purposeful experiences that allow them to flourish in the setting. Children are exceptionally well prepared for any transitions in their life and for entering school. Staff support them to be highly confident and secure about moving on. Therefore, they are able to continue to learn and make progress. Transitions within the setting are exceptional. Children have excellent continuity of care and learning because staff make sure that when

children change rooms they are extremely secure in their attachments and parents are fully involved.

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

This is an exceptionally well-led and managed nursery. The pursuit of excellence is well embedded through the high quality of staff development and the effective implementation and monitoring of all aspects of the welfare and learning and development requirements of the Early Years Foundation Stage. This means that children's needs are quickly identified and exceptionally well met. The management team and staff know every child and parent in the nursery very well and use this knowledge to support and progress individual children with their learning and developmental needs. Staff are deployed extremely well so that children gain the best experience. Staff training is excellent and ensures children's needs are very well met. Particular staff have designated roles within the nursery they are fully trained around these roles to ensure they implement them effectively. Each member of staff has specific training to meet the age and development needs of the children they care for.

The nursery has very rigorous recruitment procedures to ensure all adults are suitable and remain suitable to work with children. Induction procedures are thorough and inclusive. Staff have a very strong, secure knowledge of child protection issues. In addition to inclusive safeguarding and child protection training, they complete regular safeguarding questionnaires to consolidate their knowledge. This ensures that staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children's well-being is excellently assured as the premises are very secure, and robust safety and security procedures ensure children are extremely well protected.

Partnerships with parents are highly effective. Induction periods for new children are implemented extremely well and ensure that parents are confident to leave children in the staff's care. Staff take extra care to sit with parents and share first-class information with them to ensure children's learning and care needs are effectively met. The setting has excellent communication with parents to ensure continuity of children's care, learning and development. For example, each child has a weekend diary, parents get involved by writing in the diary and the information is used to enhance children's experience. In addition, parents are consulted about what children are eating. For example, the cook provides a food display for parents. This includes a tasting of some of the food the children have eaten that day. Parents' evenings, newsletters and a television in the foyer with pictures of the children at play all enhance the quality of partnerships. Children's experiences are extended as parents actively contribute their opinions. A noticeboard provides feedback for parents and includes information about actions that have been taken in response to parent questionnaires. Extremely effective partnerships with external agencies and other providers are very well established and contribute significantly to meeting children's needs.

The management and staff superbly evaluate their provision through using several quality methods. Suggestion boxes are placed in key areas of the setting for staff and parents to

share any ideas or comments. Children are actively involved in the evaluation of the setting. Staff discuss with them or they complete their own questionnaires about what they like or want to change. Children also have an active say about resources and use catalogues to select items. The setting continually strives to enrich the provision to enable the children to reach their very best potential. Recommendations have been proactively met from the last inspection and the management team and staff devise and complete their own action plans. This includes completing quality assessments from outside agencies.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY260253
Local authority	Sheffield
Inspection number	906943
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	103
Number of children on roll	189
Name of provider	Mark Anthony Neill
Date of previous inspection	11/11/2008
Telephone number	0114 269 3549

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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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