

# Sunshine Corner Nursery

Aylesham CP School, Attlee Avenue, Aylesham, Canterbury, Kent, CT3 3BS



<b>Inspection date</b>	21 June 2017
Previous inspection date	17 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager maintains an effective, well-established programme of professional development to help improve staff's knowledge, understanding and confidence, to support them to enhance children's learning and development effectively.
- Staff are highly effective at supporting children's and babies' early communication and language skills. For example, they clearly emphasise words to help children enhance their understanding and speaking skills. All children and babies make good progress in their learning from their starting points.
- The key-person system works well and relationships between staff, children and babies are strong. Staff are sensitive, stimulating and responsive to children's needs.
- Children are confident and demonstrate high levels of self-esteem. For instance, they play cooperatively with one another and negotiate their role-play ideas.
- Children develop a good understanding of diversity beyond their own family. For example, the environment is rich in dual language resources that positively promote diversity.

### It is not yet outstanding because:

- Partnerships with other providers children attend are not fully effective, to support consistency in children's learning even further.
- Staff do not effectively monitor how children develop their good personal care skills to enable them to consistently build on these throughout daily routines.

## What the setting needs to do to improve further

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

- continue to further explore ways of working with other providers to improve the consistency in the children's learning
- extend children's understanding of how to keep themselves healthy, particularly during daily routines.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning and the children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The manager accurately evaluates the provision. She includes the views of parents and children to help identify areas for further improvement. For example, children enjoy weekly cooking sessions and explore different mathematical concepts, such as weight and volume. The manager and staff carry out effective monitoring of individual children's progress and that of different groups of children, and close any emerging gaps in their learning and development. For instance, children who speak English as an additional language have benefited as the provision has enhanced strategies, such as using key words and phrases in the children's home spoken language, to support children in their understanding and speaking skills. The manager uses additional funding to meet the needs of individual children effectively. Staff arrange exciting new experiences, following children's interests as a focus for conversation, to enhance children's communication and language skills. Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of current legislation.

### Quality of teaching, learning and assessment is good

Staff accurately assess children's levels of development and plan effectively for their next steps in learning. They skilfully use a wide range of resources to engage children and babies at all times during the day. For instance, children enthusiastically explore natural materials, such as water, mud and flower petals, in the mud kitchen. Staff challenge and enhance children's mathematical skills effectively throughout the children's experiences. For instance, staff encourage children to consider quantities, such as half and full, as well as counting and recognising more and less. Staff understand what children know and how they can further support children's good developmental progress. Partnerships with parents are strong. Staff use various ways to engage and involve parents effectively in the nursery and children's learning. For instance, parents enjoy attending development review meetings to discuss their children's learning.

### Personal development, behaviour and welfare are good

Children are happy and settled in their pre-school environment, which is organised well to enable them to follow their play choices. Children know what is expected of them and follow the clear rules, that they help set. Staff make the most of opportunities to enhance children's independence skills well. For instance, children enjoy serving up their own snack and washing up the equipment after they have finished. Staff help children to develop their awareness of healthy lifestyles. For example, they provide a choice of nutritious snacks and engage children in conversations about healthy food choices.

### Outcomes for children are good

Children and babies are inquisitive and motivated in their learning. They are developing their literacy skills well and enjoy using these during the activities available. For instance, children give meaning to the marks they make and enjoy identifying and creating key letters and sounds. Children are well prepared for the next stages of their learning and their move on to school.

## Setting details

<b>Unique reference number</b>	EY282231
<b>Local authority</b>	Kent
<b>Inspection number</b>	1085814
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	17 February 2015
<b>Telephone number</b>	01304 842223

Sunshine Corner Nursery opened in 2004. It operates from a building in the grounds of Aylesham Primary School, Kent. The nursery receives free educational funding for children aged two, three and four years. The nursery opens five days a week, all year round. There are 17 members of staff, of whom 13 hold relevant early years qualifications between level 2 and level 6.

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