

Funshine Day Nursery

Inspection report for early years provision

Unique reference number	124950
Inspection date	21/10/2008
Inspector	Rebecca Hurst
Setting address	23 Lake Road, Croydon, Surrey, CR0 8DS
Telephone number	020 8777 7447
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Type of setting	Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Funshine Day Nursery opened in 1998. The nursery operates from four nursery rooms, in a house in a residential area of Shirley. It serves the local area. A maximum of 32 children may attend the nursery at any one time, of which six may be under two at any one time.

There are currently 50 children on roll from seven months to five years. Children attend for whole days on a part-time or full-time basis. The nursery has systems in place to support children with learning difficulties and/or disabilities.

The nursery is open each week day all year round. Sessions are from 08.00 until 18.00.

There are 12 full time staff working with the children. Of these, nine have early years qualifications, 11 staff are currently on training programmes and three are unqualified. The setting is registered on the Early Years Register only.

Overall effectiveness of the early years provision

The staff have excellent knowledge of each of the children's individual needs, as a result staff promote the children's welfare and learning development with great success. Staff ensure children learn about the world around them in a fun and educational manner, which children greatly enjoy. The setting has excellent partnerships with parents and outside agencies, which benefits and enhances the care of the children. The setting has set up a language group to help children with language delays, which ensures they are fully integrated into the setting, this ensures children attend an inclusive setting. The setting regularly self-assesses the provision, which ensures areas for future development are targeted and acted upon with great efficiency.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further enhance children's daily opportunities to access resources that promote culture and diversity

The leadership and management of the early years provision

Children are kept extremely safe whilst they attend the nursery. Staff carry out daily checks of the building and the resources which ensures the children are attending a safe and secure setting. Criminal Records Bureau checks are carried out on all staff, which enhances the safety of the children. All staff have an excellent awareness of child protection and how to safeguard children.

Children benefit greatly from the relationships the staff have built with the parents. The setting has an open door policy and regularly invites and encourages parents to participate in activities with their child. This enhances the concrete relationships between the staff and parents. Parents receive regular updates about the setting and the provider organises parents' evenings where the staff talk to the parents about the curriculum and the excellent progress the children are making with their development.

Staff are highly skilled in writing the children's assessments and ensure they are linked to the early learning goals. Staff number each disposition and record these with the relevant observations. This ensures staff are able to track the successful progress the children are making and to work on the areas which the children need extra help in. Staff have an excellent understanding of the Early Years Foundation Stage and are extremely aware of planning for the individual needs of the children. This ensures children are making excellent progress towards the early learning goals from their starting points.

The setting has very effective systems in place to ensure all policies and procedures are updated and reflect changes in legislation, which ensures the safety of the children. There are excellent systems in place to show parents and visitors what qualifications the staff have and how they are deployed. This ensures ratios are maintained at all times which enhances the care of the children.

The provider uses the nursery's self evaluation process extremely well. Consequently, the provider is fully aware of areas within the nursery that may need to improve and she ensures she works with all staff and parents to ensure they are all fully involved in the process. The provider is very proactive in ensuring continuous improvement of the setting and works on any recommendation to ensure the nursery improves the services it provides.

The quality and standards of the early years provision

Children are making excellent progress with their development because staff plan individually for their needs. Staff write focused assessments on the children which are then fed into the following week's planning. As a result of this staff have identified children who require extra help with the development of their language skills. The provider, with the aid of the staff, has started a language programme for these children. This ensures the children's needs are being fully met by the staff. Staff also write meaningful spontaneous observational assessments on the children which they use to aid their planning. This ensures all children attend a fully inclusive nursery.

Staff have access to an excellent range of resources, which children of all ages are able to self-select, enhancing their acquisition of independence skills. All six areas of learning are covered by the resources and activities that are on offer to the children throughout the day. This ensures children are able to make excellent progress through all areas. Babies have access to an excellent range of heuristic activities, such as a treasure basket, which ensures babies are enhancing their exploration

skills with natural resources.

Children's independence skills are further enhanced at meal times, because children of all ages, other than babies, are given the opportunity to serve their own meals. This allows children to learn hand-eye coordination and to learn the importance of portion control. Staff explain to parents portion size and they are fully informed about how much the children eat.

Children's health is nurtured as staff prepare healthy and nutritious meals which ensures children thrive. Children's health is further nurtured through daily opportunities to explore the garden outside, which shows children how plants grow and the care needed for them to thrive. Staff ensure children's health is protected through rigorous hygiene procedures. Children are able to independently wash their hands and staff explain to the children the importance of doing this.

Children learn about diversity and equal opportunities at a level they can understand. Staff ensure children learn about the world around them and about different festivals and celebrations that are being celebrated by various religions. Children have access to resources that reflect positive images of others, although they are not always accessible on a daily basis.

Staff work extremely well with outside agencies to ensure the needs of the children are fully met and that they are able to progress with their development at a rate that they can cope with. Regular meetings ensure parents are aware of what activities the staff are doing with the children.

Staff are extremely knowledgeable in adapting activities to suit the needs of the children. Children play excitedly with different materials such as toothpaste. Staff arrange cars and paper and children independently squeeze toothpaste onto the paper and roll cars through it to see what patterns it makes. Staff give children the opportunity to talk about how the toothpaste smells and tastes.

Staff extend children's learning by the language they use with them. They ensure they use open-ended questions which makes the children think about what they are doing. Children work very well together and have good bonds with their peers. Staff are excellent role models to the children; as a result they are very well behaved.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.