

Sunny Hill Nursery & Pre-Prep School

Inspection report for early years provision

Unique Reference Number	EY363067
Inspection date	16 June 2008
Inspector	Jan Healy
Setting Address	Bruton School for Girls, Sunny Hill, BRUTON, Somerset, BA10 0NT
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Registered person	Bruton School For Girls
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunny Hill Nursery and Pre-Prep School opened in October 2007 and operates from Bruton School for Girls in the town of Bruton in Somerset. The nursery/pre prep unit is run by the school and provides full day care for 44 children from age two to under eight years. The unit is open Monday to Friday, term time only from 08.30 to 12.00 and from 12.00 to 15.30 with provision for optional activities until 17.30. Currently, there are 31 children on roll, of whom 23 receive government funding for nursery education. The accommodation comprises of three classrooms within the unit and a separate classroom. All of which have access to toilet facilities. There are three enclosed outdoor play areas included in the registration. There are five qualified members of staff who work directly with the children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children benefit as the staff take positive steps to prevent the spread of illness and infection. Sick children are not permitted into the setting, to protect the good health of the other children in the group. If a child becomes ill during their stay, they are swiftly reunited with their parents. Prior written permission is sought for the administration of medication, with details being recorded for parents perusal. The children are taught about the importance of personal hygiene, including the appropriate washing and drying of their hands. They make use of paper tissues, which they discard after a single use and cover their mouth when coughing. There is a member of staff on duty at all times who holds a first aid certificate, as well as a nurse. Therefore, the children are appropriately treated if an accident should occur. There is a nappy changing area, which is not ideal, as its positioning does not provide the children with privacy. However, the staff work in partnership with the parents with regard to nappy changing routines and toilet training to ensure consistency applies.

The children enjoy a healthy and nutritious lunch, prepared and cooked by catering staff within the school. The parents have ready access to a three week menu cycle and the staff are aware of and provide for, the children's dietary requirements. There is fresh drinking water available in the playrooms as well as a water fountain in the outdoor play area, helping to prevent the children from becoming dehydrated, particularly after physical play. The children enjoy picnics in the garden and eat at their own pace in a happy and relaxed atmosphere.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The staff provide a warm and friendly greeting to both the children and the parents, creating a welcoming environment, which is a pleasure to enter. The children's artwork adorns the walls, which the children are proud to show visitors, helping to raise their self-esteem. The rooms are bright and airy with blinds fitted to the windows, to protect the children's eyes from direct sunlight. The children have their own coat peg and a place for their outdoor shoes, which creates a sense of belonging. There is plenty of space for the children to take part in both floor and table top activities, which the staff organise before the children's arrival. However, the nappy changing area is not ideal, as it does not provide the children with privacy.

Furniture, equipment and resources, help to create a stimulating and accessible environment. Child sized tables and chairs aid the children to sit in comfort during mealtimes and play. Toilet facilities are also child size, enabling the children to make use of them independently. Resources are easily gained by the children, as they are stored in boxes and drawers which are within their reach. All items are in good condition, are age appropriate and are safe for young children's use.

Children's safety is a priority within the setting, therefore, the staff protect the children from harm and take precautions to prevent accidents from occurring. There are no trailing wires and sand is swiftly swept away, to prevent slip hazards. Water hazards are eliminated due to staffs vigilance. Hot fluids and dangerous substances remain out of the children's reach. A fire evacuation procedure takes place, so the children are familiar with the routine to leave the premises in an emergency. The children are protected at all times from adults who are not vetted and there is a safe and secure system in place for the children's arrival and departure.

The staff have strong knowledge with regard to child protection issues and are able to protect the children in their care and promote their welfare. They are aware of the possible signs and symptoms of abuse and neglect and have good understanding about the procedure to follow in the event of witnessing a concern. They work in close partnership with the parents and know the children very well, therefore, they are in a position to identify a concern swiftly and are aware of the appropriate authorities to contact.

Helping children achieve well and enjoy what they do

The provision is good.

The staff are kind and affectionate towards the children in their care, encouraging their efforts and praising their success. A safe and supportive environment promotes the children's welfare and they approach new experiences with delight and excitement. A wide range of play opportunities enable the children to explore their curiosity. A broad curriculum of further activities, such as ballet, learning French and swimming, allow the children to experience a wealth of opportunities to enhance their self-esteem and confidence.

Nursery Education

The quality of teaching and learning is good. The methods of teaching meet the needs of all the children attending. The teaching has a positive effect on the way the children respond and behave, making for a happy and serene atmosphere. The staff are well versed in the Foundation Stage and plan for an interesting and challenging range of play opportunities. Subsequently, the children make steady progress through the stepping stones and have the potential to reach the early learning goals. Assessments take place through regular observation, which the staff use to form the planning, as they build on what the children already know and what interests them. The children have many opportunities to demonstrate what they know and understand, with the older children taking pride in assisting the younger ones. They work alone, in small and large groups and build their confidence to take the lead in initiating ideas for play.

Strong progress is being made in the children's personal, social and emotional development. The children feel at ease in the company of the staff, therefore, they are developing a positive sense of themselves. The children are excited and are motivated to learn. They are confident to try new activities and, for example, to try foods that are new to them. They sit quietly when appropriate and share good relationships with their friends, working together harmoniously. The older children enjoy caring for 'Wiglet' the groups pet, which is an African land snail. They learn about the importance of ensuring 'Wiglet' has his needs met including warmth, food and drink. This in turn, helps the children to learn about caring for themselves and voicing their own needs.

The children are making good progress in their communication, language and literacy. All displays have a title and the toy boxes are labelled with words and pictures. This enables the children to choose what they wish to play with without adult help. 'Fred', the groups teddy, goes home with the children, returning to tell of his adventures whilst away during group time. The younger children make marks on paper, whilst the older children are adept at writing for different purposes, for instance, letters and lists. The children enjoy trips to the theatre, where they listen carefully to stories the actors have to tell. The older children also enjoy stories read by the staff, however, this is interrupted for the younger children, as this is the time when they are taken to the bathroom.

Effective progress is being made in the children's mathematical development. The children are not only able to count in English, but are also able to count proficiently in French. They sing counting songs and rhymes and recognise and can name numerals. They play counting games in the outdoor play area, such as 'hop scotch'. They are learning to solve practical problems during water play, for instance, guessing how many cups it will take to fill a jug. The children have access to mathematical instruments, including calculators, rulers and a giant abacus.

The children are making consistent progress in their knowledge and understanding of the world. The children enjoy talking about the changing weather and the appropriate clothing to wear depending on the temperature. They have the opportunity to recycle Wellington boots into plant pots and sow seeds, watching them grow over time. They learn about floating and sinking, using corks and shells when playing in water. Modern technology surrounds the children, who are confident to make use of a CD player, cash register, telephone and tape recorder. Games are played on the computer, with the children being adept at using the mouse. 'Snowball' the nursery guinea pig and 'Wiglet' the African land snail, enable the children to identify features of living things and to distinguish between groups of creatures.

Good progress is being made in the children's physical development. The children learn about the importance of physical exercise and in maintaining a healthy and nutritious diet, through the activities they engage in and through the games that they play. The children have the advantage of accessing a large hall, where they learn to move with coordination and control when balancing and climbing on the large apparatus. There are two fully enclosed outdoor play areas, where the children travel around, under and over objects. They run, hop, skip and jump freely, stretching their bodies and strengthening their muscles. The children handle malleable materials and pummel dough. They thread beads onto string and are learning to make use of scissors with increasing accuracy.

The children are making extensive progress in their creative development. They use their imagination when acting out stories they have created and use the dressing up clothes and accessories to enhance this experience. They have the opportunity to explore colour, mixing two together to make a third. They feel the different textures of man-made and natural objects, and smell the scent of flowers growing in the garden. There are many musical instruments for the children's use, which they use to explore how sounds change and they are beginning to recognise repeated sounds and patterns.

Helping children make a positive contribution

The provision is good.

The children are treated with respect and are encouraged to value each others' similarities and differences. This is achieved through the playing of various games and through the positive role models of the staff. They have access to a wide range of toys and resources, which reflect positive images of diversity, including dressing up clothes, jigsaws and books. Both the boys and the girls have equal access to all the play opportunities available and the staff are careful about the language they use, so not to stereotype.

The staff are aware that there are some children who have a learning difficulty or disability. Therefore, they work closely with the parents, to identify how they can plan an interesting and challenging range of activities that will enable the children to progress. The staff keep the parents informed about any progression being made and about any further concerns noted. The noise level remains low at all times, so the children are heard easily by the staff, who speak kindly to the children to foster good channels of communication.

Spiritual, moral, social and cultural development is fostered. The children's behaviour is exemplary, as they have the advantage of being cared for by staff who are able to manage a wide range of behaviour, in a positive and caring manner. There are rules in place, which the children adhere to, for the sake of their own and others' safety. The staff speak to the children with respect and courtesy, which the children emulate, remembering their social graces. A sticker chart encourages the children to behave well and 'Golden Assemblies' celebrate achievement.

The staff and parents work in partnership for the benefit of the children. The staff invite the parents and children into the setting, to familiarise themselves with the environment, staff and routine. A settling in procedure is negotiable and the staff learn about the family's faith, racial and cultural heritage, to enable them to plan for their attendance. Opportunities are in place for the parents to share their own expertise and knowledge with the children. The registration certificate is clearly displayed for the parents perusal. There is a clear written procedure, for the parents to follow in the event of them wishing to raise a concern. However, the parents report that they are extremely happy with the care their children receive.

Partnership with parents is good. The parents are provided with relevant information about the setting, including the times of opening, timetable of activities and have ready access to all policies and statements. The staff build a close relationship with the parents, valuing their observations about their child and works with them to plan their next step of learning to enable them to progress in their development. The staff help the parents in their understanding of the Foundation stage of learning through written information as well as through verbal communication. Records of the children's achievements are shared with the parents and are celebrated.

Organisation

The organisation is good.

Leadership and management are good. The person in charge has an accurate vision of the quality of child care and education to successfully steer the work of the setting. He has strong values and inspires the work of his staff, which in turn effectively promotes the children's learning and development. The staff are encouraged to enhance their professional training, so that their teaching is improved. The staff understand their roles and responsibilities and execute them well.

The setting meets the needs of the range of children for whom it provides. The staff have the ability to meet the National Standards and to provide the children with a positive experience of care and early education. The staff have the knowledge and the experience to aid the children to reach their potential in a fun loving and happy environment. An attendance register details the times of the children's arrival and departure, so they are accounted for in an emergency. The children are protected at all times from adults who are not vetted and are appropriately supervised. All records are readily accessible for inspection and are stored confidentially, to protect the children's personal details.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the children have privacy during nappy changing

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve story time, to prevent constant interruption

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk