

Sunny Brow Nursery School

Sunny Brow Road, Archer Park, MIDDLETON, Manchester, M24 4AD

Inspection date

Previous inspection date

11/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- The quality of teaching is outstanding. Staff have an excellent knowledge of how children learn and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, children make rapid progress in their learning and development in relation to their starting points.
- Leadership is inspirational which results in all staff being totally committed to providing highly stimulating and exciting learning environments, both indoors and outdoors. This means that children have fantastic opportunities to develop to their full potential.
- Children are exceptionally supported by warm and caring staff, which fosters their well-being. This provides all children with a strong foundation to enable them to be highly motivated and consistently demonstrate the characteristics of effective learning.
- Robust arrangements are in place for safeguarding children, including child protection procedures and detailed risk assessments within the nursery and the highly exciting outdoor space.
- Partnerships with parents and external professionals are exemplary, which means children's needs are quickly identified and exceptionally well met.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children's play and staff interactions both indoors and outdoors.
- The inspector undertook a joint observation of a teaching activity with the head teacher.
- The inspector looked at children's assessment records, planning documentation, evidence of the qualifications and suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Lynn Byrne

Full report

Information about the setting

Sunny Brow Nursery School was registered in 2005 and is on the Early Years Register and the voluntary part of the Childcare Register. It is situated in large, private grounds with enclosed gardens for outdoor play and learning. The nursery is managed by Sunny Brow School Governing Body and is accessible to all children. The nursery employs seven members of childcare staff; all of whom hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status. The nursery opens Monday to Friday for 39 weeks of the year. Sessions are from 7.45am until 4.15pm and children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides government funded education for three- and four-year-old children, plus parent-funded two-hour sessions, once a week, for two-year-olds. It supports a small number of children who speak English as an additional language, and children with special educational needs and/or disabilities

What the setting needs to do to improve further

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

- consider how the excellent partnerships with parents, to support children's learning and development at home, can be enhanced to also challenge the most hard to reach children.

Inspection judgements

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

Staff have an outstanding knowledge of the Early Years Foundation Stage, which they use superbly to promote children's welfare, learning and development. All staff have very high expectations of themselves and the children, which ensures all children are highly motivated and very eager to join in with the stimulating activities on offer. The environment, both indoors and outdoors, is exceptionally well resourced with open-ended materials, which supports children's sense of curiosity and their natural desire to explore and investigate. For example, children have a wonderful time as they build roads and pet shops in the outdoor sand area with real tools. As a result, children consistently demonstrate the characteristics of effective learning. Staff undertake purposeful observations and assessments that highlight individual interests and next steps in learning. The information is used proficiently to plan fun and challenging activities to support learning across the seven areas of learning for all children. Consequently, all children make rapid progress towards the early learning goals in relation to their starting points on entry and are exceptionally well prepared for the next stage in learning and the move to school.

Staff place an extremely strong emphasis on helping children to acquire communication

and language skills and supporting their personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that provide them with a firm foundation for their future learning. Staff support children to play cooperatively, take turns, share resources and collaborate in their play. For example, they build construction models together, extend and elaborate ideas, welcoming children to join them. Communication and language development is supported exceptionally well by knowledgeable and experienced staff who use open-ended questioning techniques to develop children's creative and critical thinking skills. For example, staff use cars to establish the most suitable surface to build a castle. Children develop their listening and attention skills as they sit at the beginning and end of sessions to share experiences and news. Children who speak English as an additional language are very well supported by staff and are progressing well towards the early learning goals.

Partnerships with parents are excellent. Staff keep parents very well informed about their child's progress through daily discussions and at parents' meetings once each term. This ensures the individual needs of all children are met and children are acquiring the skills and attitudes required for their move to school.

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

Children are extremely happy and confident in the warm and welcoming nursery. All staff are highly skilled at supporting children to develop secure and emotional attachments. As a result, children are independent and have the ability to explore the stimulating environments. All staff are exceptionally sensitive and tuned in to children's individual needs. They recognise when children need support to manage their feelings and quickly respond with positive guidance. Consequently, children show high levels of self-control during activities and behaviour is excellent. Staff are fantastic role models for children, they engage in play, show children how to use resources, promote children's thinking and continually praise children for their achievements. Consequently, children develop a strong sense of belonging and demonstrate high levels of self-confidence and self-esteem.

All children learn about keeping themselves safe and undertake their own risk assessments. Children consider potential risks and actions they will take if they are presented with certain dangers. Children independently consider others. For example, they remind each other to walk inside and to be careful when climbing trees. This shows that children are building an understanding of risk management. Children develop an extremely good understanding of their own self-care and the importance of good health. They instinctively know to wash their hands before handling food, after they have played outside and after they have visited the bathroom. The highly stimulating environments, with child-accessible resources, provide children with valuable opportunities to progress their independence and all-round development. For example, children show good physical skills as they manoeuvre wheeled vehicles, learning how to negotiate space. Children are becoming responsible and capable of organising and planning their time independently. They make decisions about what they would like to do and when they would like to do it, for example, they access drinking water and snacks independently.

Children are extremely well supported and emotionally prepared for the next stages in

their learning in the outside world and at school. Staff prepare children emotionally as they link with local schools, explore school uniforms, routines and expectations. Teachers are invited into the nursery which enables the children to meet their new teacher and form new attachments in a safe and familiar environment.

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

The leadership team have an excellent understanding of their responsibilities to ensure they meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation stage. Therefore, safeguarding procedures are highly secure and all staff have a robust knowledge and understanding of how to protect children from harm. Additionally, they are fully aware of the procedures to follow if they have a concern regarding the welfare of a child or the behaviour of any member of staff. Robust vetting systems ensure that all adults working with children are safe to do so. There are highly effective systems in place to monitor staff's suitability and regular observations of staff ensure outstanding practice is maintained. Rigorous risk assessments and daily checklists are in place for all areas of the nursery. This provides safe environments where the children can explore and play safely.

The leadership team are inspirational. The nursery has gained Healthy Schools Status, and holds many awards including Extended School, Eco School Silver and the Leading Aspect Award for Outdoor Play. Their enthusiasm, passion and high expectations across all areas of practice show an exemplary drive to ongoing development and continual improvements. This results in all staff being incredibly enthusiastic about the work they do as they strive to improve practice for all children. High quality efficient performance supervisions ensure all staff are constantly improving their already first rate understanding and practice. Consequently, all staff are confident, feel valued in their roles and have their training needs and targets for professional development identified and met. Effective evaluation procedures that include the views of staff, parents and children monitor the effectiveness of all aspects of the nursery and identify areas for improvement. For example, feedback from parents and children identified that the story sacks were not challenging all children and new ones are being developed to include story books that the children can read.

Staff have outstanding partnerships with parents, which ensures the individual needs of each child are exceptionally well known by staff. Children who require the involvement of external professionals are supported by staff at the highest level because of their excellent understanding of the importance of partnership working. The nursery offers to visit the children in their home or at other settings to support them with settling quickly. A new parents' evening informs parents about activities and establishes parents' expectations. Regular information meetings ensure all parents are engaged in their child's learning and development. Parents are extremely complimentary about the nursery. They comment, 'my child is not just prepared for school, but socially and emotionally ready for life' and that, 'children have fantastic opportunities which support them to be independent and confident'. Children leave this nursery confident, well prepared and eager to start on their next stage of learning.

The Childcare Register

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY305061
Local authority	Rochdale
Inspection number	848926
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	76
Name of provider	Sunny Brow Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	0161 643 3306

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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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