

# Sunny Socks Nursery Schools Ltd

Inspection report for early years provision

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**Unique reference number** EY296426  
**Inspection date** 09/03/2009  
**Inspector** Susan Marriott

**Setting address** Park Farm, Spratton Road, Brixworth, Northamptonshire,  
NN6 9DS

**Telephone number** 01604 882155

**Email**

**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

Sunny Socks Nursery School Limited is one of two nurseries in Northamptonshire run by a private company. It opened in 1989 and operates from a renovated barn on a working farm on the outskirts of the village of Brixworth. The catchment area is Brixworth and the surrounding villages in about a 10 mile radius of the premises. Children have access to an enclosed garden, a covered outdoor play area and an open outdoor play area. The nursery uses their farm setting as a learning tool and visits areas of the farm on a regular basis. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year and children attend for flexible sessions.

The nursery is registered on the Early Years Register. A maximum of 44 children may attend the nursery at any one time. There are currently 55 children aged from 18 months to under five years on roll, some in part-time places. The children are divided into age-related groupings named Jelly Tots, Bumble Bees and Clever Cats. The setting provides funded nursery education for 33 three and four-year-olds. The nursery currently supports a number of children with learning difficulties and/or disabilities and children who have English as an additional language. There are six members of staff who work with the children, all of whom hold appropriate early years qualifications to at least Level 3. The manager is supernumerary. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. This is a welcoming, homely and friendly nursery which promotes commendable standards of care and learning in a fully inclusive manner. Staff maintain an excellent standard of interaction which secures the good progress that children make. The nursery has good partnerships with parents, carers and other providers and keeps them well-informed of children's progress through daily diaries, informative notices and regular discussions. The staff's positive approach to evaluating the nursery practice means that they have a clear picture of their strengths and weaknesses and can implement plans to continue to improve the daily care and experiences for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve support for children learning English as an additional language, for example, by using the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'
- increase the frequency with which regular evacuation drills are carried out
- continue to develop the use of the garden as an all year round learning resource.

## **The leadership and management of the early years provision**

Children's care, learning and welfare is enhanced by the effective way in which the setting is led and managed. The proprietors and their manager are developing their vision for leading the nursery forward and engender a real team spirit amongst their stable staff team. Their honest identification of the setting's strengths and weaknesses contributes significantly to the quality of care and education and demonstrates their good capacity for continuous improvement. All required documentation is readily accessible and underpins the efficient organisation of the nursery. Current safeguarding requirements are fully met because the nursery has stringent policies and procedures in place to establish the suitability and qualifications of all adults looking after children. Staff are fully confident in recognising the signs and symptoms of abuse and the procedures to follow if they have any concerns. There are sufficient security measures and risk assessment generally ensures the safety of children and staff. However, evacuation drills are practised with insufficient frequency.

The setting is fully inclusive and staff demonstrate a good understanding of the needs of boys and girls and those who have learning difficulties and/or disabilities. They make genuine efforts to address the needs of children who have English as an additional language but some opportunities, for example, to use children's home language in labelling, are not fully explored. Extensive observational notes are made to record the children's progress. Key workers establish children's starting points on entry and effectively use their assessments of children's needs to inform future planning. Parents and carers are welcomed into the setting and every effort is made to settle children and help them to feel secure through visits and allowing parents to spend as much time as necessary. Exchange visits with other providers facilitate strong links and good communication.

## **The quality and standards of the early years provision**

Children enjoy enthusiastic support from the staff in relation to their care and learning. The education programme is planned well with weekly themes and activities tailored to the interests and abilities of the children. Staff ensure that some time is allocated for spontaneous, child-initiated activities to balance the adult-led, planned activities. These cover all aspects of the early learning goals, ensuring children enjoy an extensive range of dynamic activities, designed to meet each child's developmental needs. Staff sustain a consistently high standard of interaction with children of all ages and are developing their questioning to elicit critical thinking skills. For example, whilst reading a story from the Comic Relief resource pack, staff challenge the children to think why people in Africa carry water containers on their heads and to identify the differences between cooking methods at home and cooking over an open fire. Consequently, children are learning about similarities and differences in the way they live compared with others.

All children are supported in making good progress through the staff's awareness of individual learning needs and staff effectively meet children's daily care needs

with care and dedication. Children are keen to participate in printing with their noses and staff encourage them to use a mirror to ensure that they independently clean off the red paint with a wet wipe. Children access tissues independently and learn to place the used item appropriately in the bin. Staff promote children's confidence and awareness of technology. For example, children gaze in wonderment as they listen to their own voices recorded on a toy telephone answering machine. Staff ensure that displays are presented attractively and clear labelling and signage promotes children's awareness of the printed word and numbers as labels. Space is used creatively to promote various areas of learning but the nursery staff do not yet maximise their use of the garden resource all year round.

Children stay safe and healthy because the nursery promotes healthy living and exercise. Children run, jump, climb, pedal and take risks in a safe and well-supervised environment. They develop good eating habits and fresh water is available throughout the day. Turn taking, patience, role play, co-operative play and communication skills are all developed both indoors and outdoors. Children enjoy and achieve well because the rural environment and the staff team are key strengths of the nursery. Positive relationships develop within the warm and homely environment. Children are helped to make a positive contribution as they are treated with respect and their opinions are listened to. Children learn to negotiate with each other and resolve issues for themselves. They develop skills for the future by becoming effective learners. Their questions are listened to and answered with thought and care, encouraging the development of confidence and self-esteem. Children's natural inquisitiveness is encouraged by patient open-ended questioning and they learn to trust that staff will be non-judgemental and supportive of their ideas.

Regularly documented observations are maintained on all children and many effective strategies are used to strengthen partnership working between home and nursery. Parents are encouraged to regularly read their child's learning journey and are informed of their child's progress and achievements. Newsletters and notice boards are used to inform parents of activities, learning and outcomes and how they can support this at home. Parents are encouraged to write comments in the children's learning journeys and knowledge between parent and key person is shared during consultation evenings and this supports children's learning at home.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.