



Sunny Day Nursery

Inspection report for early years provision

Unique Reference Number	EY268636
Inspection date	03 October 2006
Inspector	Dinah Round / Samantha Powis
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Registered person	Sunny Day Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Sunny Day Nursery is privately owned, and is part of a chain of three local day nurseries based in Dorset. This nursery has been registered since January 2004 and offers full day for children.

Sunny Day Nursery operates on three floors of a converted building, situated in the centre of the market town of Bridport in Dorset. There are separate areas for babies, toddlers and pre-school age children, with rooms available specifically for eating and for physical play. There is an enclosed outdoor area to the rear of the property for physical play.

The nursery is open each weekday from 07.00 to 19.00 all year round. A maximum of 76 children aged under eight years may attend at any one time. Children attending, live in the local community or surrounding villages. There are currently 72 children on roll, 14 of these children receive government funding for nursery education.

The nursery employs nine staff, all of whom hold early years qualifications. There is a part time cook who is responsible for the preparation of the hot lunches. The nursery has an Investors in People award. They receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are provided with a variety of healthy meals and snacks, including fresh fruit, which benefits their overall health. Older children are encouraged to prepare their own snack, cutting up the fruit under supervision, at the self service snack table. The cook has recently introduced a new menu and children are offered freshly prepared hot meals at lunch time. Children have access to drinks throughout the day with staff recognising when the babies need a drink. Staff liaise with parents on the babies individual feeding needs, with any food provided by parents stored appropriately on labelled trays in the fridge. Children's individual dietary needs are clearly recorded and followed by staff, to ensure these are fully respected.

Children's health is sufficiently well promoted. There are clear nappy changing procedures in place to minimise the risk of risk cross-infection. This includes use of disposable aprons and gloves, clean changing mat and a separate nappy sanitizing unit. Daily records of the times when nappies are changed are maintained, however, at times, staff forget to check when children require their nappies changed or to remind them to go to the toilet. The older children are familiar with the daily routine and wash their hands before meal times, however, this is not always followed effectively by staff or with the younger children. Clear accident and medication records are maintained. Staff have first aid training which helps to protect children in the event of an accident. Parents are kept informed about the exclusion periods if children are infectious, for example, during a recent outbreak of chickenpox. This helps to reduce the spread of infection.

Children have regular opportunities to engage in physical activities. The older children have daily use of the outdoor play area which makes sure they get regular fresh air and exercise. The younger children have access to the outdoor play space along with rest and sleep to fit in with their own routines. Older children are developing strength and control in their large and small muscles. They use small tools within the classroom regularly, such as knives for cutting up their fruit and scissors in the creative area. Children pedal on the bikes, developing a good sense of space as they negotiate obstacles within the playground.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children remain secure due to the effective security measures in place. For example, a buzzer system is fitted on the entrance door and internal phones are situated in every room. This ensures that children are protected as all visitors are carefully monitored. Appropriate safety equipment is in place such as, safety sockets, cupboard locks and stairgates, with staff carrying out daily safety checks both inside and outside to minimise risks to children. A monitor is used in the cot room and staff regularly check the sleeping babies to ensure their safety. The older

children are starting to learn about how to keep themselves safe through the gentle reminders given by staff, such as, not to run in the room.

However, space is not effectively organised for the children under two. Non-mobile babies and toddlers are generally together on a small carpet area in the one room. This limits the opportunities for children to freely and safely explore. For example, resources are often scattered around the play space and children cannot freely walk around without stepping on toys. This compromises children's safety. However, staff sit on the carpet closely supervising the children and intervene to prevent toddlers stumbling over the babies.

Children have access to a satisfactory range of toys and equipment. These are appropriate for the age and stage of development of the children and generally stored so they are accessible to children. In general, resources are clean and maintained appropriately.

Staff have a basic understanding of child protection issues and their responsibility to protect children. They are clear of the procedure to report any concerns to senior members of staff, but are less clear on the signs and symptoms of child abuse.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children generally settle well in the nursery. Staff liaise closely with parents about the babies and toddler's routines. They have an understanding of the younger children's individual needs and recognise when children are ready for their sleep or need their bottle of milk. This contributes towards ensuring their needs are adequately met. Children receive cuddles and are comforted by staff if they are upset. For example, providing a new child with her comfort blanket to help her settle.

Staff have some awareness of the Birth to three matters framework and plan various play experiences for the children. However, they are less clear on how to fully develop the activities to improve the learning outcomes for the children. For example, musical instruments were put out for the children to explore, but no singing or music was introduced. Children under two are provided with a satisfactory range of play opportunities which includes access to some sensory activities, such as feeling the paint on their hands to do hand prints and exploring the textures of cornflour and oats. Although, opportunities to extend children's language during the routines and activities varies between staff members.

Children in the toddler and pre-school rooms are generally happy and settled and developing warm relationships with the staff. They are offered an interesting range of activities which are fun and generally promote their development and learning. Children have use of a broad range of toys and equipment, most of which they can access independently.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals. Staff have a developing knowledge of the Foundation Stage curriculum. Planning is generally effective in supporting children's learning. It ensures children

have opportunities to experience a range of activities to encourage their development towards the early learning goals. However, at times, activities are not well prepared or introduced to the children, which means that the possible learning aims are not fully achieved. For example, children are invited to create their own pictures of hedgehogs; however, staff have not obtained any pictures or books about hedgehogs, to ensure they understand what a hedgehog is or what they look like. The systems to record and assess children's achievements are being extended, and are increasingly used to inform future plans. This ensures that most activities planned are suitable for the needs of the children participating.

In general, staff use an appropriate range of methods for helping the children to learn. They use discussion when involved in activities to encourage language, for example, staff talk to the children about how the cold beans feel, and question them about what colour they think the beans will turn as they add different coloured paints. At times, the resources and equipment offered to the children are not set up well before they arrive, limiting their involvement. For example, the role play area is very disorganised and does not encourage children to play. Staff make effective use of the outdoor environment to encourage children's learning. When the weather is good, a full range of activities are provided alongside opportunities for physical play. This benefits children's all round development.

Children are developing independence with their personal care skills. They help themselves to a drink of water from the dispenser within the room and prepare their own snack. Children are confident when speaking about their own experiences in front of both large and small groups, and share their feelings about their own lives with the familiar adults, with whom they are establishing comfortable relationships. Children are developing a sense of belonging, they enjoy looking at photo albums to see themselves and identify their friends. They are beginning to share and take turns and are encouraged to have a caring approach towards each other and to animals, such as the wood louse they find.

Children listen to stories with increasing enjoyment, and select books independently. Their awareness of letter sounds and shapes is promoted during small group times, as they recognise their own name cards and listen carefully to the initial letter sounds. Most children are able to identify their own name, and some children are able to identify the names of their peers. Children sometimes engage in mark making, using the resources available, including pens, pencils, envelopes and note pads. Links with home are encouraged as children get to take home a teddy bear, and then report back about the teddies experiences. This increases their confidence in sharing information and speaking in front of others. Children are encouraged to take turns in speaking and listening. A recently introduced soft toy is used during news time. The toy dog is passed around the circle, helping children to understand when it is their time to talk or listen to others.

Although children are developing some awareness of number value and position, this is not fully encouraged during their play and during group activities. For example, opportunities to count at register time are not acted upon. Children are provided with resources that encourage number awareness, and there is a specific maths area created within the classroom. However, children are not actively encouraged to use this area, and do not regularly play with the equipment independently. There are adequate opportunities for children to develop technological skills. A computer is available within the classroom; however, some of the available programmes

are too difficult for the children to use independently. Other resources which develop children's confidence in this area are available, such as calculators and tills.

Children show interest in construction equipment. Some three-year-olds make a tall tower with the marble run, and watch excitedly as the marble falls through the tubes. They talk about how high the towers are, increasing their understanding of size and measure. Children take part in some activities to explore nature. For example, they go on local walks to collect leaves and look for signs of autumn. This helps them to develop an understanding of the community in which they live. Children take part in projects about a range of festivals and talk about different cultures. For example, activities are planned relating to the Divali celebrations during October. Posters around the nursery and a broad selection of resources and equipment, help to promote a positive attitude towards diversity. There are opportunities for children to explore within the classroom, for example, the interest table; however, the way in which resources are presented limits children's involvement.

Children use their senses to explore. They enjoy the different textures of cornflakes and baked beans, and use language and facial expression to describe how the materials feel, smell, look and even taste. Children's own creative work is valued. They are confident to create their own pictures in the knowledge that staff will appreciate their hard work. Music is enjoyed by the children, and they move their bodies imaginatively to the sounds that they hear. Children have some opportunities to express themselves using paint and creative resources within the designated art area. However, these resources are not set up well to allow children independent access throughout the session.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the nursery by the staff, which helps to promote a sense of belonging. Babies and toddler's individual routines are fully discussed with parents and respected, and the information clearly recorded. For example, staff follow their sleep routines and organise their meals times as requested by parents. This helps to make children feel settled and secure. The systems for ensuring that children with special educational needs are well supported are not clear. Staff are unsure of who to speak to if they are concerned about a child in their care, and the designated special educational needs co-ordinator (Senco) does not have a full understanding of the code of practice. Children's spiritual, moral, social and cultural development is fostered.

Most children are well behaved and are familiar with the generally consistent boundaries provided by the staff. The younger children are learning to share, they benefit as staff effectively use toys as a way of distracting them to prevent squabbles over the same toy. For example, a member of staff explains to two children there is a tractor for each of them. Staff act as good role models for older children at lunch time. They sit and talk with the them and encourage good manners.

Partnership with parents and carers is satisfactory. Parents receive detailed information about the provision through the nursery booklet, regular newsletters and notices around the building. This helps to keep them updated about issues. Regular daily discussion between the staff and

parents contributes to ensuring information about a child's care is shared. For example, baby room staff use home-link books to record the times of nappy changes, sleep times, food eaten and toys that the children have played with. The parents of children receiving nursery education are aware that they may look at their child's record of assessment at any time; however, no formal opportunities for this information to be shared have been set up. Information on display boards helps to provide parents with specific details of the foundation stage curriculum and the early learning goals. But there are limited opportunities currently to provide information for parents to help them to support their child's learning at home.

Organisation

The organisation is satisfactory.

Children are provided with a welcoming environment created by displays of colourful posters and children's artwork. The organisation of space for the older children benefits their learning due to effective use of both the indoor and outdoor play space. However, the separate areas available for the under two's are not generally used and both non-mobile babies and toddlers are all together. This impacts on the children's ability to move around safely and the play opportunities offered to them. Staff generally work together well as a team. They regularly share information about children's individual needs during the day, which contributes towards children's well being.

Detailed policies and procedures are in place. This includes clear recruitment and vetting procedures to make sure that staff are suitable to work with children. Staff are sufficiently clear of the nursery procedures due to an induction programme followed for new staff. Staff appraisals are carried out to identify individual training needs. The management are currently following up child protection training for some staff. Most aspects of documentation are in place and kept secure. An attendance register is used for staff and children, however occasionally, the information included is not sufficiently detailed.

Leadership and management is satisfactory. There are generally effective systems in place, for ensuring that pre-school children are offered a broad range of activities. Regular monitoring by senior staff, and support from early years advisors, means that children receive an interesting range of activities and experiences to support their learning. However, the monitoring of the effectiveness of the staffing and the environment, has not been successful in identifying weaknesses within the way activities are presented or delivered to the children. The management seek the opinions of parents through questionnaires to identify suggestions for future improvements.

The nursery meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the care and nursery education were judged to be inadequate. Three actions were raised to improve the care for children. These were to ensure staffing ratios were appropriate to support children; to review the way children were grouped to ensure their developmental needs were successfully supported; and develop the use of assessment to identify children's progress and use this to plan stimulating activities.

A clear action plan was developed with the staff to look at ways to address the above actions. The children are still together at the beginning and end of the day due to low numbers. However, the manager ensures sufficient staff are on duty, with a area cordoned off which provides a separate space for the babies at these times. Planning and assessment has been adapted to incorporate the Birth to three matters framework for the relevant age groups. This has been helpful to staff in identifying activities to promote the younger children's development. However, some staff are not clear how to fully extend the younger children's learning through the activities.

Nursery Education

At the last inspection, two actions were raised to improve the standards of nursery education. These related to planning and assessment and to systems for monitoring. Staff are continuing to develop planning and assessment procedures. Assessment records are increasingly being used to inform future plans, which helps to ensure children are provided with suitable activities to challenge their individual needs. Internal and external monitoring systems are now in place; in general, these are used effectively to improve the quality of education for children.

Complaints since the last inspection

Since the last inspection 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 to parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- make sure hand washing routines to minimise the risk of cross infection are consistently followed by staff and children, and that nappy changing procedures are sufficiently monitored so all children are comfortable
- improve the organisation of space and resources for the under two's, to make sure children can freely and safely explore their environment at all times

- develop further staff's knowledge and understanding of the "birth to three matters" framework, to ensure the younger children's learning is fully promoted
- ensure staff have a secure understanding of the systems in place to support children with special needs
- ensure the organisation of staff fully supports children's needs at all times, and make sure that records of children's attendance are sufficiently maintained to accurately show details of all children present.

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):

- give further consideration to the way that activities and resources are presented and introduced to children, to promote their learning, development and enjoyment
- extend children's understanding of mathematics during both planned and spontaneous activities.

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