



Sunshine Day Nursery

Inspection report for early years provision

Unique Reference Number	EY343822
Inspection date	07 February 2007
Inspector	Fler Wright
Setting Address	151 Eastern Road, Brighton, East Sussex, BN2 0AG
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Registered person	Sunshine Day Care Limited
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?

Sunshine Nursery was re-registered in 2006 due to a change in ownership, but was first established in 1996. It is privately owned by a company and operates from a converted house in Brighton, East Sussex. There are two secure outdoor play areas available. The nursery is open Monday to Friday from 08:00 to 18:00 all year round except for bank holidays.

The nursery is registered to care for 41 children under five years. There are currently 58 children aged from nought to under five years on roll. Of these, 20 receive funding for nursery education. Children attend for a variety of sessions. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 15 staff. Nine of the staff, including the manager and deputy hold appropriate early years qualifications. Two members of staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have access to a clean and tidy environment with good procedures in place to prevent the spread of infection. Staff wear boot covers or take their shoes off when upstairs, individual changing mats are used for each child, and staff wear gloves and aprons when changing nappies or preparing food. Children who are infectious do not attend thus preventing the spread of contagious ailments.

Regular visitors to the nursery, such as a dentist and health authority nurse, help children to learn about the importance of keeping themselves healthy. The nurse makes children think about germs by shining an ultra-violet light onto their hands so 'invisible' dirt can be seen. Older children brush their teeth after lunch every day helping them to learn about the importance of keeping their teeth healthy. The visit from the dentist helps to reinforce everyday practice.

Children see to their personal needs themselves, for example, wiping their noses, washing their hands and visiting the toilet, encouraging their independence and understanding of being healthy. Older children freely discuss the reasons why they need to wash their hands and are able to describe the process well. The younger children upstairs are encouraged to wash their hands at appropriate times, instilling the importance of this routine from an early age. However, although they use separate paper towels, only one bowl of water is usually available, slightly increasing the risk of cross-infection.

Children have access to nutritious snacks such as fruit, breadsticks and rice cakes and topics such as healthy eating help them to become aware of foods that are good and bad for their bodies. Free-flow snack helps to ensure children are able to decide for themselves when they are hungry. They select what they would like from a plate in the middle of the table, promoting their independence, although the jugs in use for the older children are too big for them to handle comfortably on their own. Drinks are available at all times from named flasks, and older children confidently help themselves as they have free access to them, encouraging them to think about their personal needs. Younger children can see their flasks at all times and either point, ask or use sign language to indicate when they would like a drink.

Children enjoy a range of activities that help to develop their physical skills. Babies have a variety of soft play equipment and are able to roam freely around their dedicated area, helping them to explore their environment. Children have daily access to the garden in order to get some fresh air and are able to practise their climbing and balancing skills on the equipment available although these are not often brought inside for variety. Children's fine motor skills are developing well, and they are confident when selecting and using small equipment such as pens, pencils and paintbrushes. Weekly 'Kinderoo' sessions help children to develop their physical skills in a fun and exciting way.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a spacious and well organised environment which allows them to move around and play safely. They have easy and safe access to a good range of toys and resources appropriate for their ages. The environment is warm and welcoming with lots of photos and displays of children's work showing that staff value their contributions. The younger children are based upstairs, in two dedicated areas suitable for their ages and stages of development. The toddler room has a separate art area where children can experiment with a variety of materials. Older children are based downstairs and roam freely between the three rooms available, including the art room. The outside area downstairs contains appropriate equipment to help children develop their physical skills, although the environment itself is not particularly exciting when compared to the stimulating features inside. However, staff are very aware of this and have planned some exciting changes to help make better use of the space available in the future. The way the children move between the areas indoors helps to ensure they benefit from all of the activities and experiences on offer although the garden is not always included in the rotation. The art room has recently been re-arranged, helping to increase the space available and compliment the free-flow environment.

Children are taught how to keep themselves safe as part of their everyday play. Police visits help to increase their awareness of important topics such as stranger danger. Staff deployment is effective and helps to ensure children are well supervised and safe at all times in the nursery. Children and staff practise the fire evacuation procedure at least every six weeks although not all children have had experience of this, meaning that although staff would be able to guide them appropriately, some would not know what to do for themselves in an emergency situation. Details of the drills are recorded helping to identify the risks involved. Fire alarms are tested weekly, helping to ensure children are further safeguarded in this area. Extensive risk assessments are executed twice daily and the details are recorded, helping to ensure the environment is kept as safe as possible.

Staff have an understanding of the signs and symptoms of abuse and know what action to take should they have concerns about a child in their care. This ensures they quickly recognise when a child is in danger and can act in the child's best interest. Staff record any injury they deem suspicious, but although they speak to parents about any injuries that children arrive with, not all of these conversations are recorded, meaning patterns may be harder to identify should staff have any further cause for concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, relaxed and enjoy the time they spend at the nursery. They are involved in a broad range of activities that help to encourage their learning and development and have access to good quality, stimulating toys that provide balance and challenge.

Staff provide a well balanced range of activities that allow children to be involved in quiet and active play. Babies are able to enjoy sensory experiences each day such as getting messy with shaving foam or jelly. Children of all ages are independent and choose what they would like to

do. They are very familiar with the routines at the nursery, and help to tidy up or organise themselves in a line ready for singing time.

All of the staff and children at the nursery enjoy group singing once a day. The children all sit in a big circle and sing the songs related to the item they each pick out of a 'song bag'. Children of all ages are included as babies sit on laps, or roam around in the middle of the circle, helping to increase their sense of enjoyment. The session is enjoyed by all children, who learn important skills from the experience.

Children eagerly participate in a good variety of exciting and worthwhile activities such as gardening, investigating animals with visitors from the zoo, writing and posting letters and looking at lifecycles.

The learning environment is well planned in each room to ensure there are a variety of different opportunities available to children on a weekly basis. However, the outside spaces are not included, meaning these areas are not as stimulating as other areas of the nursery. This slightly limits the ways in which children are able to enjoy and achieve whilst outside.

Children relate well to staff and to each other. Children confidently approach staff for support, for example, when brushing their teeth, indicating trusting relationships are built. Staff have a good knowledge of each child and where they are at developmentally, helping them to progress in all areas of development. Each child has scrap books full of their work, photos and observations, making them a lovely record of how they are progressing in their development. Staff have a secure knowledge of child development, the Foundation Stage and the Birth to three matters frameworks helping children to benefit appropriately from their skills and experience, and make good progress in all areas of their development.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals as the activities and experiences on offer cover the areas of learning on a daily basis. Staff have a good knowledge and understanding of the Foundation Stage. One is a qualified teacher, and the other is very able and is working towards a qualification, helping children benefit from their skills and experience. Activities and experiences are planned according to children's interests, helping to ensure they are eager to participate. The vast majority of the play is child initiated and children have the choice whether to participate in adult led activities such as 'people who help us' or planting bulbs. Staff ask lots of open ended questions to encourage children's thought processes. Staff make daily observations of children and these are put into a scrap book with evidence of what the child has done. They are also used to inform the planning, helping to ensure children are appropriately challenged and are able to excel in all areas. The current assessment system is updated once every half term, although some children's 'Celebrating Achievements' booklets do not contain many recent observations, and the ways they are recorded differ, making it difficult to see at a glance exactly where they are at and how they are progressing.

Children are developing good relationships with others and get on well with peers and staff. Staff listen with interest to children's thoughts and stories, and ask open-ended questions to

help extend learning. Children enjoy taking 'Sunny Bear' home each week and learn important skills in caring for him. Parents record a diary of the time he spends in their houses, helping them to feel involved in what's going on in the nursery. Children show an immense sense of pride in their work and achievements and eagerly point out their own work to others. Children enjoy being read to, as well as selecting books by themselves. Children are able to borrow books to read with their parents, encouraging the development of their skills in this area whilst extending their learning at home.

Many children are able to place items in order of size and number. Most are confident in counting numerals 1 to 10 and beyond. Children benefit from an excellent range of trips to interesting places such as the fire station, museum and pottery studio as well as having lots of interesting visitors into the nursery. Children have also been invited to join the Brighton Festival this year. All of these experiences help to increase their knowledge of the world they live in. Children enjoy weekly French lessons, helping them to gain confidence when using other languages. They are interested in information technology, and show good mouse control when using the computer. Children enjoy experimenting with different media, for example, using paints, or drawing with pens on transparent boards. They use their imaginations in the well resourced role play area, and enjoy making tea for each other or setting up parties for their friends.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Staff encourage all children to participate in the activities and experiences provided, helping to ensure they have equal opportunities to maximise their enjoyment and potential. All children have their own named cups and flasks, helping to ensure they develop an important sense of belonging at the nursery. Photos and well labelled displays also help to ensure they can easily recognise themselves or their work in the environment, giving them the important feeling of self worth.

The designated special educational needs co-ordinator has a good understanding of her role and responsibilities and works closely with outside agencies to ensure children's individual needs are met. There are lots of displays and resources available for children to help them learn about the wider world. The display in the art room downstairs is particularly inspiring with children's names written in Chinese and Hieroglyphics.

Children are well behaved and benefit from some basic golden rules that are consistently applied. Staff explain reasons for unwanted behaviour well, and in a positive manner, helping children to learn the differences between right and wrong and show consideration for others. The 'kindness tree' and 'golden book' downstairs helps children to be recognised for their good behaviour, helping them to gain an important sense of self-worth.

Partnership with parents is good. They receive excellent information about the Foundation Stage and Birth to three matters frameworks. Staff run evenings to talk about the subjects and demonstrate how children learn through their play. These are followed by individual parent consultations helping parents to feel involved in their child's learning. The policies and procedures are available to parents at all times and parents are given the opportunity to discuss

their child's progress regularly, although no parents' evenings are planned for the immediate future. The whiteboards help to keep them informed about what the children have been doing. They have free access to their child's 'scrapbook' containing photos, observations and examples of their work helping to keep them up to date with their child's progress. Parents are very happy with the care provided and particularly like the staff, the environment and the activities and experiences provided.

Organisation

The organisation is good.

All of the required records are in place and are well maintained. They are complimented with a comprehensive range of policies and procedures, helping to ensure the safe and effective management of the setting in order to promote children's welfare. These are updated regularly, helping to ensure they meet current guidance and promote best practice, although the record of existing injuries does not include everything discussed with parents, and the fire drills lack some logic, and require reviewing in order to help benefit the children attending the nursery even further.

Children profit from a well organised environment where they receive good adult support to help them feel secure and confident. Staff are well deployed, and have a good knowledge of each child and where they are at developmentally as the keyworker system in place works well.

Leadership and management is good. Clear aims reflect a commitment to providing high quality care and education. The dedicated staff work well as a team, and clear communication in the form of internal memos, emails and informal meetings, all help to ensure consistency of care. A 'Safe and Sound' report has recently been produced detailing the ways in which the nursery helps to keep children safeguarded and what they would like to do to improve. Other than this, there are no formal methods of continually evaluating and improving the practice at the nursery. Staff have a good knowledge and understanding of their roles and responsibilities, and regular appraisals help to ensure training needs are identified. Staff are receptive and strive to improve the good practice at the nursery. Overall, staff meet the needs of the range of children for whom they provide.

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):

- improve hygiene procedures with regards to hand washing upstairs
- ensure all existing injuries that are discussed with parents are recorded
- continue to develop the outside play space to increase the opportunities for children to enjoy and achieve and gain the most from their surroundings

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):

- continue to update children's profiles regularly so that it is clear how they are progressing developmentally at any given time

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