



## Sunny Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY268636
<b>Inspection date</b>	10 May 2005
<b>Inspector</b>	Mary Daniel
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<b>Registered person</b>	Sunny Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### 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, out-of-school and holiday care for children. Overnight care is not provided. Sunny Day Nursery operates on three floors of a converted hotel, situated

in the town centre of the market town of Bridport. A maximum of 76 children aged under eight years may attend at any one time. Children live in the local community or surrounding villages. Children are cared for within five play rooms, a sleep room, communal dining area and physical play room. There is an enclosed, paved outside play area situated at the back of the nursery.

Sunny Day Nursery is open each weekday, from 07:00 - 19:00, all year round. There are currently 75 children on roll, of whom 14 receive Government funding for nursery education. There are nine staff employed, all of whom hold appropriate child care qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's awareness of healthy eating is promoted well, as they enjoy a variety of fresh fruits for snack time. They sample kiwi fruit, plums and grapes, and notice that an apple is juicy inside. Children enjoy the nutritious and well-balanced meals provided and older ones attempt to serve their own dinners. Overall, their health is safe-guarded appropriately through clear policies, although some are not always consistently followed to help prevent the spread of infection. For example, staff do not consistently wear disposable gloves in nappy changing procedures. Staff follow suitable systems for cleaning toys and ensuring the indoor play rooms are clean and tidy, but some parts of the outdoor play area are not kept fully clear of garden debris.

Children's individual dietary and health needs are managed carefully, for example, staff liaise closely with parents on particular foods that each child can eat. Younger children's health is given particular regard, as staff provide separate linen for cots and store babies feeding bottles on named trays in the fridge. This helps to prevent cross infection.

Older children develop an awareness of their own physical needs. For example, they independently access the toilet, and know to wash their hands afterwards. A child realises she is thirsty and pours herself a drink of water. Children take part in physical exercise, such as running and hopping in the outdoor play area, and pedalling ride-on toys. However, there are not sufficient opportunities provided for children to fully challenge or extend their gross motor skills during outdoor physical play activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children's safety is suitably supported through the use of the nursery's clear policies and procedures. For example, prior assessment of an outing with a clear route planned in advance. Regular risk assessments are completed and security is maintained through the installation of an entrance key pad system. Children develop

their own sense of safety as they know to line up, and walk carefully to the dining room. Sleeping children are monitored, staff make regular recorded checks and baby alarms are fitted. Children are protected appropriately by staff who have completed relevant training, and are aware of suitable procedures to follow should a concern arise.

Children play in clean and light play rooms. They sit comfortably at child-sized chairs and tables. There is a wide range of toys and equipment available. For example, toddlers start to build with the stacking beakers. However, the layout and use of resources in some rooms does not encourage children's curiosity or involvement in all areas of play, such as role play. Older children independently choose their own play resources from a range of well-organised toy boxes, stored on low shelving. There is however, limited provision directly accessible to support and extend their ideas in a variety of imaginative play opportunities.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Babies individual routines are followed, and they are supported to settle in. Staff are caring and friendly and recognise children's basic needs. For example, they know when younger children are tired and need a rest. Babies explore a variety of age appropriate toys. They enjoy squeezing, rattling and pushing the different activity cubes and mats. Toddlers attempt the chunky piece inset puzzles and build with the large, moulded bricks. They show interest in the toys provided. However, they cannot easily access a range of further resources to enable them to begin to make their own choices in play. Children cuddle and dress their dolls, and play happily in a life-sized rowing boat. However, other opportunities for imaginative play are limited.

Staff use the Birth to Three Matters framework to aid them in planning activities for younger children. They are currently reviewing how this is implemented to ensure they meet children's individual needs. Planned activities are not consistently implemented. A small number of toddlers enjoy helping to make play dough. They feel their sticky hands with curiosity. For those children taking part, this is a worthwhile activity. However, staff are not always effectively deployed to support and extend all children's developmental skills. Consequently, there are times when some play opportunities are limited. For example, other children attempt to use a threading board, but are not supported and lose interest.

### **Nursery Education**

The quality of teaching and learning is inadequate. Staff form plans showing a variety of topics. Interesting activities are chosen, for example, building a wormery, planting seeds or discovering changes in the weather. Children show an initial interest in planned activities, however, many are poorly organised and therefore, do not extend children's learning or motivate them in their play. Some children lose interest and are not sufficiently supported to develop suitable concentration levels. This limits their opportunities to develop. Staff make some observations of children's development. However, these assessments are not adequately completed, and do not effectively identify children's progress. Therefore, planning of activities is not based on

children's individual learning needs. As a consequence, children are not being sufficiently helped to progress to the next stage in their learning. Procedures in place for the monitoring of activities are not rigorous enough to measure success effectively and to ensure that all children's developmental needs are met.

Some children are beginning to make relationships, for example, as a child asks a friend to help her in a game. However, there are few opportunities to help children develop a clear sense of belonging within the group. Children are not regularly encouraged to interact with their peers, for example in group discussion or in recognising their names. Children are able to develop their independence as they choose their own toys, however, staff miss opportunities to encourage independence within the everyday routine. For example, children do not prepare their own snack or pour their own drink at meal times. Children enjoy listening to the different sounds outside and discuss what they hear. For example, a child recognises a church bell ringing. Some are beginning to mark make and are keen to continue this activity and draw pictures of the sounds heard. However, others lack interest and do not stay involved. Children understand the daily routines. They sit quietly in a group to listen to a story, however, they are not often accessing books independently. Children are beginning to count spontaneously, for example, a child during a creative activity says 'I have 1, 2, 3 more petals to cut'. However, children are provided with insufficient opportunities to solve simple practical problems in their play and to explore mathematical concepts. Children are encouraged in their knowledge and understanding of the world. They learn about a range of festivals and, through interesting topics, explore nature, the weather and look at the differences in 'where we live'. Children have some access to equipment that increases their understanding of information technology, however, this is not routinely available.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are aware of the usual daily routines and behave well, for example, toddlers help to pack away their toys as they get ready for lunchtime. Younger children's actions are valued as they are given special stickers for helping. Older children generally share well and wait patiently for others in activities. Children celebrate a variety of festivals and see positive images of cultural differences reflected within their play areas. However, some resources are not well organised and as a result, children's participation or curiosity in exploring cultural differences and finding out about their world is not fully encouraged. For example, some resources for imaginative play are not attractively presented. Children take part in fundraising events for charity, such as Red Nose Day. Their spiritual, moral, social and cultural awareness is fostered.

Children's specific special needs are recognised and staff adapt activities accordingly to support their involvement. Staff maintain close liaison with parents, such as the use of a daily diary for younger children, to record the activities experienced and information regarding of their physical well-being.

The partnership with parents is satisfactory. Relationships with parents are friendly.

They can easily access and read the nursery policies and procedures. Activity plans are displayed in playrooms, but some information available for parents is not sufficiently updated. Children's developmental achievements are informally discussed with parents, and they can access their child's assessment records. However, these are not well maintained, and therefore do not fully inform parents of their child's progress across the stepping stones.

## **Organisation**

The organisation is inadequate.

The setting has formed appropriate operational policies and procedures to support the running of the provision. However, these are not all effective and some do not adequately support staff to carry out their responsibilities. Contingency plans are not reliable. Consequently, there are times when staff deployment is not effectively supporting the needs of all the children attending. This results in some planned activities not being fully implemented. At times, the grouping of children is not well organised and limits staff ability to support children to extend their play. The learning environment for older children is bright and colourful, but is not organised effectively to stimulate children's interest and imagination in all areas of play, such as promoting their understanding of numbers and letters. The overall session is planned to give a balance of quiet and active times, however, the organisation of some activities does not sufficiently maintain all children's involvement and interest. This results in the needs of the range of children attending not being met.

Documentation is well organised, stored securely and regard is given to confidentiality. Most records are in order, although the system for recording the attendance of staff and children is not accurately maintained.

The leadership and management is satisfactory. There is a clear management structure and staff development is promoted through ongoing appraisal and training opportunities. Management provide regular in-house training and aim to encourage staff interest in different aspects of childcare. However, the system of assessing the progress of the children receiving the funded nursery education is not sufficiently rigorous. It does not support staff in effectively planning challenging activities, which will build on children's existing skills.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since April 2004 Ofsted has received two concerns.

In December 2004 a concern was raised under National Standard 3: Care, Learning and Play and Annex A: Babies and children under two years, relating to the care of a child. We asked the registered person to investigate and report their findings to us.

The registered person interviewed staff members to clarify the situation. From the information made available to us, there was no evidence that the National Standards were not being maintained and Ofsted took no further action in this matter.

In April 2005 a concern was raised under National Standard 1: Suitable Person. We carried out a visit on the 4th May 2005 and found the nursery were operating outside of their registration conditions, in regard the provision of out of school and holiday care. The setting applied for a variation to their conditions of registration, which Ofsted approved. Parents were informed of the situation.

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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, the registered person **must** take the following actions:

- ensure that staff deployment consistently supports the needs of all children, and review the grouping of children to ensure their potential to develop is fully promoted at all times

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure the organisation of all planned activities and everyday routines are appropriately implemented to stimulate children's interest and provide sufficient challenge for all children, and to maximise their learning opportunities
- develop use of assessment to clearly identify children's progress. Use the information gained to effectively plan stimulating activities which build on children's existing skills and abilities.

These actions are set out in a **notice of action to improve** and must be completed

by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)