

# Sunshine Day Nursery York Ltd

Inspection report for early years provision

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**Unique reference number** EY308996  
**Inspection date** 19/03/2009  
**Inspector** Rosemary Beyer

**Setting address** 410 Huntington Road, York, North Yorkshire, YO31 9HU

**Telephone number** 01904 627164

**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

Sunshine Day Nursery was registered in June 2005. The nursery is located in the Huntington area of York, in a three storey building with care being provided on the ground and first floors. Babies are cared for in the annexe, a self contained unit to the rear of the building, and toddlers on the ground and first floors of the main house. Pre-school children are also care for on the first floor. There is no lift facility but an external fire escape is available for emergencies. All children have access to the secure rear play area.

The nursery is registered to provide care for 43 children in the early years age group and is included on the Early Years Register. Currently 64 children are attending, most of them part time. The nursery is open all year round Monday to Friday, apart from Bank Holidays and a week at Christmas, from 07.30 until 18.00 .

There are 15 staff working in the nursery, including a cleaner and an office manager. All the childcare staff are qualified to at least Level 2, most above and three are doing the Foundation Degree. A volunteer is also undertaking training. The nursery is a member of the Day Nurseries Association and the local Huntington Partnership.

## Overall effectiveness of the early years provision

The overall effectiveness of the provision is good. Staff use the information provided by parents and their own observations to meet the individual needs of all the children very effectively, ensuring they are safe and secure and making good progress. The children enjoy a wide range of activities and resources to support their development, and their achievements are monitored and assessed effectively. The close working relationship between parents and staff ensures they are kept informed about the children's welfare and development. The nursery has developed self-evaluation procedures to ensure the involvement of staff, parents and children when making plans for the continuous improvement of the setting.

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

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

- develop the lost and uncollected child policies to include notification of Ofsted as these are significant events.

## The leadership and management of the early years provision

The nursery is led and managed very well by the owner who provides an enthusiastic caring environment where staff are valued and supported. A very effective recruitment and induction programme ensures all persons working with children are suitable to do so. All staff are actively encouraged through regular

appraisals to continue their professional development and training to widen their knowledge and further improve their practice. They are very aware of their roles and responsibilities in safeguarding children, having undertaken training as part of the induction process. They are able to support and include all children, whatever their individual needs. Good relationships with outside agencies ensure additional support is available if needed.

Relationships with parents are extremely good, with information shared very regularly both verbally and in diary form. Parents can readily access development files to follow their child's progress and contribute to the assessments made on their child. The key persons build good relationships with parents, which ensures any special achievements are recognised and any concerns identified. The daily planning is displayed in the nursery for them to see and also entered on a white board each day to help them discuss activities with their child and provide ideas for things to do at home. Parents spoken to during the inspection feel involved in their child's care and learning, valuing the opportunities to participate and discuss progress with their key persons.

Self-evaluation is an integral part of the nursery in which everyone is involved. Staff meetings are used to discuss the process and enable staff to evaluate their practice and suggest improvements. Parents are also consulted through feed-back forms, questionnaires and suggestion forms. Recent questionnaires were very positive and parents are very happy with the care their children receive. Since the last inspection the nursery has developed more comprehensive risk assessments to improve the safety of the children and these are regularly reviewed. The comprehensive policy and procedure file is also better organised to improve accessibility.

The nursery is very well organised to help children develop their independence, whether feeding themselves, choosing their own resources or meeting their own personal care needs. The flexible daily routine allows them to experience a wide range of learning activities both in the nursery and the wider community.

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

All the children are very settled and comfortable with the staff, one baby was unhappy at the appearance of a visitor but was reassured by staff, then played happily. The staff obtain comprehensive information from parents to enable them to take account of any different needs, be they due to disability, learning difficulty, dietary, health or religious needs. Children with English as an additional language are also well supported.

Children learn about the benefits of a healthy lifestyle through activities and topics, such as the recent 'Stop the Rot' dental care activity. The pre-school children are able to discuss the need to clean teeth and how to do so effectively. They also understand the need for healthy eating, fresh air and exercise to keep fit. During the inspection they proudly displayed the vegetables already growing in the raised beds in the garden, and are looking forward to eating their beans, radishes and tomatoes. Main meals are provided by parents, but healthy eating is promoted by

the nursery through the provision of healthy snacks, with the children willingly trying different fruits and vegetables.

Good hygiene practice is very effectively implemented throughout the nursery, with children becoming independent in their personal care and hand washing to prevent the spread of infection. They also learn to take care of themselves, using resources carefully and employing good road safety practice when out in the community. One child fell in the play room and the member of staff was reminded to complete the accident book by his friend so his mother knew what had happened. Children practise fire drills on a regular basis to ensure they are familiar with the evacuation procedure.

The children make very good progress in their learning, as all the staff have an excellent understanding of the early learning goals. They use information about children's interests to support them in the next steps in their learning and development, for example one child was very interested in Henry VIII and his six wives. Considerable discussion ensued about why he had so many wives and why and how they were disposed of. Snowfalls were also used to promote language and develop knowledge of how snow reacts to warmth, and the different descriptions given.

From the baby room through the nursery all children are encouraged to participate in a wide range of exciting activities planned to support their individual needs. Staff initially provide resources for the babies, but they soon develop their own choices and start to make their needs known. They enjoy being together, showing concern if their peers are upset and are starting to share when playing. They love music and singing, using the musical instruments with gusto, including the pots and pans from the home corner.

The new toddler room is developing well, with children able to share resources and activities with the pre-school children. They are enjoying their own space, being able to select resources for themselves inside and making the most of play opportunities in the garden, where they dig, climb and balance to develop their physical skills. This has given staff space downstairs to more effectively support the younger children who have moved from the baby room .

Books are regarded as an essential part of the children's life in the nursery and the pre-school children thoroughly enjoy using the latest selection from the library, brand new books this time with old favourites and new stories included. They are developing a very wide vocabulary through discussion, stories and activities. Poetry has also been introduced with poems providing opportunities to think of rhyming words. They enjoy the rhythm of the verses and talked about the pancake rhyme as part of the Pancake Day activities.

## 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>	1
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>	1
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?	1
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>	1
<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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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**

There have been no complaints made to Ofsted since the last inspection.

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.