

# Sunnyfield Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY247912
<b>Inspection date</b>	07/01/2009
<b>Inspector</b>	Rebecca Hurst
<b>Setting address</b>	33 Knoll Rise, ORPINGTON, Kent, BR6 0EJ
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<b>Email</b>	
<b>Type of setting</b>	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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Sunnyfields Day Nursery was registered in 2004. It is one of two nurseries registered to Sunnyfields Day Nurseries Limited. The nursery comprises of three childcare rooms, an office, staff room and kitchen in its own premises situated close to Orpington in the London Borough of Bromley. There is a secure garden for outdoor play. The group serves the local community. A maximum of 55 children may attend at any one time. It opens every weekday from 08:00 until 18:00 hours for 51 weeks a year.

There are currently 44 children on roll. The group currently supports some children with English as an additional language. The setting receives support from the local Early Years Development and Childcare Partnership.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

## Overall effectiveness of the early years provision

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's knowledge and skill helps to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. Policies and procedures are well written and staff have a good working knowledge of these to enable them to support and protect children at all times. This helps to ensure that the individual needs of all children are met at all times. The provider and the manager understand the importance of evaluating the provision to improve the services it provides to the children and to the parents.

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

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

- ensure writing assessment includes evidence of the activity and includes the next steps of learning (assessment arrangements)
- ensure all bins have lids on them (promoting good health)
- improve access children have to positive images of disability and diversity (suitable premises, environment and equipment)

## The leadership and management of the early years provision

The setting is lead by a well informed, well organised management team. Both the registered person and the manager of the setting show considerable commitment towards promoting good outcomes for children, through updating policies and procedures and monitoring the planning, assessment and evaluation processes to ensure that children's progress is consistently improving.

The manager and registered person have implemented clear and robust procedures for recruiting and managing the continuing suitability of staff. Regular appraisals, training and strong vetting procedures help to develop the motivated and secure workforce and promote the safety of all children in the setting. All staff carry out daily safety checks of the building, the rooms and the resources to ensure all is safe for the children. All staff also carry out regular risk assessments of their rooms which ensure they are all fully aware of the risks and how to minimise them.

Resources are effectively managed to ensure that children have safe access to a wide range of enticing and stimulating activities that help to promote their good progress. However, resources that relate to disability and diversity are not easily accessible to children and this limits the development of their understanding of differences between themselves and others.

The manager and registered person have implemented excellent systems to communicate with parents and other agencies to ensure that children's individual needs can be met at all times. All children benefit from this continuity of care. Parents have access at all times to up to date written assessment records, and are able to talk and meet with the staff at any time to discuss the welfare and development of their children. The parents receive informative feedback at the end of the child's sessions and receive regular newsletters which keeps them up dated with what is happening in the setting. The management also organise parents social evenings where parents and staff meet informally to get to know each other.

Children's behaviour is positive at all times in the setting. They show high levels of self control and staff only need to use gentle reminders to encourage good behaviour, for example reminding them to use cutlery appropriately and to be kind and gentle to each other.

The registered person and the manager take steps to evaluate all aspects of the provision and have a clear understanding of the strengths and weaknesses of their setting. This mature attitude towards securing improvements helps underpin the good level to which they can meet children's individual needs.

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

Children are making good progress towards the Early Learning Goals. They are supported by a well informed staff team who have a secure understanding of how children in the early years age group develop and learn. Staff plan activities that cover all of the six areas of learning and comprehensively support children's understanding of a range of challenging ideas.

Children demonstrate considerable enthusiasm for activities and are able to explore new ideas both during group work and individually. Children are inquisitive and ask a number of questions that are answered sensitively and patiently by staff. Staff, in turn use a range of open questions to encourage children's critical thinking and to extend their learning, for example asking the children what they are going

to be doing with the tooth brush in the water and how they will wash the dolls.

Staff warmly praise all efforts which helps children to develop the confidence to express their own ideas and to try new challenges. Children's written assessments are not always clearly written to identify how the children accomplished the learning intention the staff have observed. Consequently, the children's next steps for learning are not clearly identified. However, the observations and assessments the staff do have clearly inform planning for all children which helps activities to meet children's individual needs. This contributes to the strong progress they make. Children's starting points are clearly recorded which shows the effective progress the children are making with their development. Children benefit from the warm and caring attitude of all staff and this helps them to feel valued and secure in the setting at all times.

All children thoroughly enjoy spending lots of time learning in the outside area. The children participate in physical activities in the garden at least twice a day and if it is wet weather older children wear appropriate clothing and the babies are taken for a walk around the local area. Children have access to fresh drinking water at all times. Toddlers are learning early word recognition through having their names on the beakers and they independently select their beaker with the majority of the children picking the right one. This is praised by the staff helping the children's confidence and self esteem to flourish. The hygiene procedures are not completely effective in the toddler room as the children are exposed to a bin without a lid which has food scraps and used tissues in it. Children are, however, taught in all rooms about personal hygiene and the importance of hand washing before meals and after toileting.

## 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?	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>	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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **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.