

Sunshine Day Nursery

Inspection report for early years provision

Unique reference number	EY275057
Inspection date	06/05/2009
Inspector	Joanne Lindsey Caswell
Setting address	East Surrey Hospital, Canada Avenue, Redhill, Surrey, RH1 5RH
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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Sunshine Day Nursery opened in 2004. It operates from four rooms in a purpose built, single-storey building located in the grounds of East Surrey Hospital in Redhill, Surrey. It is managed by the Surrey and Sussex Healthcare National Health Service (NHS) Trust and serves the families of NHS staff working within the hospital and local community. The nursery is registered on the Early Years Register and is in receipt of funding for the provision of free early education to children aged three and four years. A maximum of 67 children aged under five years may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 18:00 all year round, excluding Christmas and Bank Holidays. All children have access to a secure enclosed outdoor play area.

There are currently 112 children, aged from five months to four years on roll. The nursery makes provision for children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 15 staff. Of these, 11 staff hold recognised early years qualifications. A further three staff are currently working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of provision is good. Children enjoy their time at the nursery and staff are attentive towards their individual needs. There are good procedures in place to keep children safe and secure. Methods for self-evaluation are effective and identify the strengths of provision and ensure areas for development are generally addressed appropriately. Partnerships with parents/carers are very good and this has a positive impact on children's learning and development.

What steps need to be taken to improve provision further?

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

- continue to develop the use of the outside area to extend the learning opportunities for children, specifically improving children's numeracy, literacy and investigative skills
- review the organisation of the daily routine to ensure children have consistent access to their own choice of activities, both inside and outside
- review the procedures for hand washing to ensure children are consistently protected against cross-infection

The leadership and management of the early years provision

The nursery management is strong and staff are dedicated early years practitioners who work together well as a committed team. Staff development is given good priority and staff are positive about enhancing their knowledge and

keeping their skills up-to-date through the completion of additional training. This ensures staff regularly review their practice and generally make continuous improvement. All staff recognise the importance of self-evaluation and implement various methods to identify areas for development. This is particularly evident in the strategies that have been identified to enhance the use of the outside area, specifically in improving the provision for children to develop numeracy, literacy and investigative skills within the outside area. However, the recent review of the daily routine in the pre-school room to organise children into three groups at certain times of the day, has been less effective and inhibits children's freedom of choice in selecting their own activities and whether they play inside or outside. Additionally, in the other nursery rooms, sometimes children's access to the outside area is restricted to specific times. This hinders children's opportunities to develop and extend their learning within the outside area.

Children's learning and development is planned for appropriately. Staff have a secure understanding of children's personal needs and the commitment towards promoting inclusive practice is good. Planning and assessment is individual to each child and there is a good balance of both child-initiated activities and adult-led learning. Observations are regularly evaluated and assessment is linked into planning to ensure children consistently make good progress towards the early learning goals.

Partnerships with parents/carers are good and feedback obtained from them is extremely positive. Parents/carers praise the high standards of care and the dedication of staff in meeting their children's needs. There is a wealth of information provided for parents/carers regarding the Early Years Foundation Stage and staff regularly meet with them to discuss children's progress and personal needs. Relevant partnerships are in place with external agencies, where necessary, to support children's individual needs.

Staff have a very good understanding of their role and responsibilities in safeguarding children. All staff complete appropriate training and are familiar with the procedures to follow if they have concerns about a child's welfare. Appropriate recruitment policies ensure all staff are vetted thoroughly and are deemed suitable to work with children. Risk assessments are completed regularly and all staff have a good understanding of promoting children's health and safety.

The quality and standards of the early years provision

Children achieve well as they enjoy their learning and develop very positive relationships with their peers and the staff. The key person system is effective as staff know the children well and have a clear knowledge of each child's individual needs. Children develop good social skills and generally behave well. There is a busy and purposeful atmosphere evident throughout the nursery. The daily routine is generally planned well and is adapted to meet children's personal needs. For example, babies follow their own sleeping and feeding routine as this is discussed thoroughly with parents/carers when babies first start at the nursery. Good links are in place for children to see strong partnerships in place between the nursery and their own homes. For example, children enjoy taking the nursery's teddy bear,

'Oscar', on holiday with them and sharing photographs and their news with their friends and staff when they return.

Good systems are in place to ensure children stay safe. The nursery is fully secure and children develop a clear understanding of how to play safely as staff offer clear explanations. For example, older children know they must not run around inside. All children co-operate fully with tidy up routines as they understand it is dangerous to leave toys on the floor. Appropriate evacuation procedures are regularly implemented to ensure all children clearly understand what to do in an emergency situation.

Children develop a strong sense of belonging within the nursery. They see many photographs of themselves on display and toddlers confidently recognise their own cup by looking at their photograph attached to it. Children feel listened to and acknowledged as staff take time to engage in conversation with children and are responsive to their individual requests, preferences and ideas. Staff are very sensitive to children and regard all children as individuals. Staff show respect for children and adopt a positive role model for all children to follow. As a result, children are polite and courteous to each other and recognise children's differing needs.

The provision for supporting children's health is generally good. The nursery is clean and well-maintained and many precautions are taken to protect the spread of infection. In the pre-school room, children thoroughly understand the importance of hand washing and sing a song to remind them to protect themselves against germs. However, the procedures for hand washing in other areas of the nursery are not always effective as children in some rooms use a communal bowl of water to wash their hands before lunch. Effective policies are in place to ensure children do not share cots, beds and bedding and comforters are consistently kept clean. Toys are regularly sterilised and appropriate cleaning routines ensure hygienic practice. Children understand the importance of good health and recognise why healthy eating is important to promote their development. Meal times are relaxed and children benefit from nutritious meals and snacks.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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