

# Sunshine Day Nursery

Inspection report for early years provision

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**Unique reference number** EY391567  
**Inspection date** 24/08/2009  
**Inspector** Sally Ann Smith

**Setting address** Sunshine Day Nursery, 229 Branston Road, BURTON-ON-TRENT, Staffordshire, DE14 3BT  
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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).

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**

Sunshine Day Nursery originally opened in 1990 and re-registered in 2009. It operates from four rooms in a three story property in Branston, Staffordshire. There is a fully enclosed play area available for outdoor play. Accessibility to the first floor playroom may prove difficult for children and adults with mobility issues.

A maximum of 30 children may attend the setting at any one time. The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The day nursery opens five days a week all year round except for statutory holidays. Sessions are from 5.30am to 6:00pm. Children are able to attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language.

The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications. There are three staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The setting is effectively managed and monitored to ensure that an inclusive care and learning environment is provided for all children. The manager regularly evaluates policies, procedures and practice so that continuous improvements are made. Very effective partnerships are established with parents who are encouraged to be fully involved in the setting and utilising their skills to provide additional learning and support for the children.

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

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

- develop the outdoor environment further to provide a range of resources that facilitate children's play and exploration
- develop further the assessment arrangements to ascertain young children's achievements in relation to the early learning goals.

## **The leadership and management of the early years provision**

Children's care, safety and welfare is well promoted because staff receive regular and ongoing training to consolidate their knowledge and skills. Systems to identify areas for improvement are effective and a comprehensive self-evaluation is undertaken to enhance all areas of the provision. Regular meetings enable all staff to evaluate and reflect on their practice and identify areas for improvement. The

manager continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Staff establish close relationships with parents and value their contributions. As a result, many provide help and support within the nursery. Staff establish close links with other settings and professionals to ensure consistency for children's learning within the Early Years Foundation Stage. They are keen to listen and respond to any advice which will further improve the quality of the provision.

Staff have a good understanding of safeguarding issues and how to protect children in their care. They demonstrate a sound understanding of the signs and symptoms of abuse and the required steps to take should they have any concerns. Effective systems are in place to minimise risks to children and procedures are competently implemented on a daily basis. For example, staff check all areas both inside and outside for hazards and are vigilant when taking children to and from school. All adults within the provision undergo effective vetting procedures, ensuring they are suitable to have regular contact with children.

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

Staff are continually developing their knowledge and understanding of the Early Years Foundation Stage and revising their systems to observe and plan for children's learning. Staff use a range of observation formats to monitor children's learning styles and preferences. Comprehensive information is sought from parents regarding their child's unique characteristics and identifies starting points for children's learning which staff can build on. Planning is detailed to cover the six areas of learning and general prompts relate to the developing knowledge, skills and understanding that children are intended to learn. However, it does not identify how activities are adapted for individual children. Staff acknowledge that for many children attending, English is an additional language so systems are in place to support children. Many staff are multi-lingual and parents also share their home language through providing familiar words and phrases but also working as parent-helpers. This ensures that all children and families feel included. Regularly words, songs and conversations are conducted in Urdu, Polish and English and signs and labels are displayed around the rooms.

Children enjoy a varied range of planned activities but also have free choice so that they can follow their own interests. Staff are on hand to help and converse with children to extend their learning. Planned activities are well organised to maintain children's interest and ensure that all children are included. They thoroughly enjoy making their own play dough, adding the ingredients to the bowl and then mixing them all together. Each child has their own piece of dough and are shown how to knead this to make it smooth. They then have fun rolling, cutting and shaping it. Some children decide to make roti like their mummy makes at home. Staff remind children that they regularly eat roti in the nursery and they are having it for lunch that day. Another child makes three cakes for the bears in goldilocks. The child says 'I am making a large cake and a medium cake and a small cake'.

Children regularly play outside and on occasions enjoy water play where they fill

buckets, use the hose and wash down equipment or use brushes to paint on the wall and the slabs. Sometimes the outdoors might be transformed into a beach theme where children pretend they are on holiday. However, the outdoor environment is not consistently planned to facilitate all aspects of children's play, imagination and exploration. Children have a good understanding of appropriate hand washing procedures and when told it is snack time, older children in particular, move to the bathroom spontaneously to wash their hands.

## 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?	2
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

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## **Annex B: the Childcare Register**

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

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