

Sunny Days Nursery

Inspection report for early years provision

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Inspector	Lynne Stephanie Bowden
Setting address	St Day & Carharrack Community School, School Hill, St Day, Redruth, Cornwall, TR16 5LG
Telephone number	01209 821868 (Land) 07799511829 (Mobile)
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Sunny Days Nursery is a committee run group, which registered in 1991. It operates from one classroom and a purpose built nursery in St Day and Carharrack Community School, near Redruth in Cornwall. They have links with Teyluva Children's Centre. A maximum of 35 children within the Early Years Foundation Stage (EYFS) may attend the nursery at any one time. The nursery is open each weekday from 8.00am until 6.00pm for 50 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 64 children on roll. Children come from a wide catchment area. Two children also attend other EYFS providers. The setting provides funded early education for three and four-year-olds. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Of the 14 members of staff employed at the setting, 13 have early years qualifications. The setting receives support from the local family services team and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure at this welcoming setting. Staff plan and provide a wide range of activities which interest children and promotes their learning and development well. Children develop awareness of difference and diversity, through their use of resources and projects. Parents are informed about the provision and their children's achievements. The setting works effectively with other providers.

What steps need to be taken to improve provision further?

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

- develop system to analyse and identify any differences in the progress of different groups of children and identify and overcome any barriers to achievement
- continue to develop systems to consult with parents about their children's progress and encourage their input.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the robust and effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff. The comprehensive safeguarding children policy is followed effectively. The premises are very secure and all visitors are reminded to sign the visitors' book on

their arrival and departure. Regular fire drills are carried out, so that children become familiar with them and regular comprehensive risk assessments are carried out to keep the environment safe.

The setting has a full set of policies and procedures. Self-evaluation and reflection on practice is embedded in the setting's ethos, resulting in an accurate and frank self-evaluation, in which strengths and areas for development are clearly identified. The provision has very effectively addressed weaknesses identified at a previous inspection. The premises are fully accessible and routine access to a wide range of resources, including multi lingual labelling and books, ensures that children see positive images and learn to respect difference and diversity. Signing is used routinely within the nursery and is being reintroduced in the pre-school. Effective observation and assessment systems are in place and used to identify learning priorities and plan learning experiences for individual children. However, this information is not used to identify any differences in the progress of different groups of children and monitor the setting's effectiveness in promoting equality of opportunity.

Parents are kept informed about children's progress at the setting through discussion, learning journeys and meetings. The current format of the progress reports does not fully encourage parental contributions about their children's current development and next steps. The setting makes great effort to work with other agencies and providers of the EYFS, especially to support children at times of transition.

The quality and standards of the early years provision and outcomes for children

Children make progress in all areas of learning. Older children help to introduce younger children, new to the group, to the setting's routines and expectations and are praised by staff, when they act as good role models. This increases their sense of self-esteem and achievement and consequently children behave well. Routine activities are very effectively used by staff, to enable children to develop their skills in meaningful ways. For example, they recognise their names for self-registration, and make marks to record when they have had snacks. They recognise the 'tidy up' music and work very effectively together and with staff to tidy resources away. Older children develop independence and enjoy pouring out their healthy drinks of milk or water. They are learning to keep themselves safe as staff remind them of safety rules, such as how to walk safely down steps from the nursery. After chalking a road way for their scooter journeys, children discuss the problem of how to make it safe for pedestrians. Their solution is to add a chalk zebra crossing and their play develops with other children joining in to use the zebra crossing.

Daily free flow access to the outdoor play area enables children to enjoy the fresh air. They develop their confidence and physical strength as they enjoy climbing and manoeuvring around the climbing frame and steer and ride vehicles around the area. They learn how plants, including vegetables and herbs, grow. As they explore the area they delight in discovering the scent and texture of mint leaves. They excitedly share this discovery with their friends and ask staff to put a leaf

safely aside to take home to their parents. Children concentrate and enthusiastically participate in playing musical instruments available, developing listening skills and sense of rhythm. Children learn through discussion and routine why they need to wash their hands appropriately and develop appropriate independence in 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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