



Sunny Day Nursery

Inspection report for early years provision

Unique Reference Number	EY268636
Inspection date	25 November 2005
Inspector	Samantha Powis
Setting Address	62 West Street, Bridport, Dorset, DT6 3QP
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Registered person	Sunny Day Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Sunny Day Nursery is privately owned, and is part of a chain of 3 local day nurseries based in Dorset. This nursery has been registered since January 2004 and offers full day for children.

Sunny Day Nursery operates on three floors of a converted building, situated in the

centre of the market town of Bridport in Dorset. There are separate areas for babies, toddlers and pre-school age children, with rooms available specifically for eating and for physical play. There is an enclosed outdoor area to the rear of the property for physical play.

The nursery is open each weekday from 07.00 to 19.00 all year round. A maximum of 76 children aged under 8 years may attend at any one time. Children attending, live in the local community or surrounding villages. There are currently 90 children on roll, 9 of these children receive government funding for nursery education.

The nursery employs eight staff, all of whom hold early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is maintained due to some effective practices and procedures being followed throughout the nursery. To minimise the risk of cross infection, good practice is followed by staff regarding nappy changing, including the use of disposable gloves and aprons. The children follow routines that help them to protect their own health, they are reminded to wash their hands before they eat and after they use the toilet. Some basic hygiene practices are not fully promoted by staff. For example, children are not reminded to put their hands over their mouths when they cough or supported in wiping their noses regularly. In the baby room, some toys are not cleaned frequently enough. This means there is an increased risk of germs spreading.

Children's awareness of healthy eating is promoted as they are offered nutritious and appetising home cooked meals and snacks throughout the day. They have access to drinks at all times, to ensure they don't get thirsty. Options such as vegetable pizza, potato wedges and fresh fruit are enjoyed by the children. To make sure food is prepared and cooked safely, staff attend food hygiene courses. Detailed information sought from parents ensures children's individual dietary needs are respected and met.

Older children use the outdoor play area regularly, this is an opportunity for them to get some fresh air and engage in developing physical skills. For example, they roll hoops to each other, with increasing skill and accuracy. There are limited opportunities for older children to extend climbing or balancing skills, due to limited equipment available. Younger children have opportunities to climb, crawl and jump in the indoor soft play area, enabling them to take risks within a safe environment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety and physical well being is maintained due to effective risk assessments and daily monitoring of health and safety. Indoor and outdoor areas are

checked before children use them, ensuring potential hazards are identified and addressed prior to children arriving. Areas used by the children are generally bright and welcoming, helping the children to feel relaxed.

Effective systems are used to ensure security. For example, a buzzer system limits access to the nursery to known persons only. Sleeping babies are checked regularly, maintaining their safety.

To ensure staff are suitable to work with children, effective recruitment and vetting procedures are followed. However, at times, staff ratios are not met and staff deployment is poor. This compromises children's safety and well-being.

A varied range of equipment is accessible to the children. It is checked regularly by staff. However, although equipment and toys are generally safe, some items in use are broken, which is disappointing to the children. Children use equipment that is appropriate to their age and stage of development, therefore maintaining their safety.

Older children learn about keeping themselves safe. They talk about how the leaves outside can be slippery and then help to sweep them up, making the outdoor play area safer for them to play in. Fire drills are practised regularly to ensure staff and children can evacuate the building quickly. However, staff on the first floor lack confidence in the procedure to be followed, therefore putting the younger children at risk.

Staff are aware of child protection policies and procedures. They have a clear system for recording concerns and know who to contact for advice and support. This helps them in their role of protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children throughout the nursery are not adequately supported in taking the next steps in their learning. This is due to weaknesses in the systems used to record children's achievements and progress. Consequently, activities and opportunities are not planned and presented to take account of what children know and need to learn next. Activities offered are often inappropriate to the children's age and stage of development, demonstrating staffs lack of understanding of the differing children's needs. For example, children under one year of age are given a cutting and sticking activity, which they were unable to take an active part in.

Children are beginning to establish relationships with staff and interact with them satisfactorily. However, due to poor staff deployment, the children's basic care needs are not met. For example, staff fail to notice when children are uncomfortable as they need their nappies changing. The children are then fidgety and this prevents them from getting involved in their play. The grouping of children is inappropriate, which prevents them from progressing in their learning. For example, an older child stands and waits for his coat to be brought to him and put on by a member of staff, as he is not encouraged to be independent.

Most children are generally settled within the nursery. They are beginning to develop social skills and interact with other children. At times they play side by side and co-operate together. Some of the children are not attracted to or interested in the activities offered and wander aimlessly about. Those children who are beginning to join in and participate are restricted in developing their play fully, due to the very rigid timetable and routines. For example, an older child is unable to benefit from an activity, as shortly after he joins in, he is told that it's time to tidy up ready for lunch. Younger children are able to make a few independent choices about how they wish to spend their time. However, there is little change in the type of toys offered, which limits their interest and therefore their development.

Nursery Education

The quality of teaching and learning is inadequate. Staff's knowledge and understanding of the early learning goals and the Foundation Stage curriculum is inconsistent. This leads to them having inappropriate expectations of the children. Staff time is not used appropriately to support children's learning. They spend much of their time organising activities, sourcing resources or tidying up rather than getting involved with the children in their play. Therefore, they fail to promote children's development through their play.

Children's ability to concentrate and extend activities independently is limited, due to poor grouping of children. For example, children enjoy having stories read to them, and join in with familiar parts of a story. However, due to distractions they lose concentration and become disinterested. Children's progress in communication, language and literacy is poor. Children's enjoyment and understanding of books and stories is not sufficiently promoted, due to the limited accessibility of these. Resources are not used successfully to encourage mark making, and staff do not raise children's awareness of letter shapes or sounds when writing their names. Children fail to question or explore why things happen. This is due to staff's lack of interest. Children's interest in the recently fallen snow is not acted upon by staff, therefore, their understanding of why snow is cold, how it feels or why it melts goes unchallenged. Children do not make sufficient progress in their understanding of technology. This is due to them having infrequent opportunities to use equipment that would increase their confidence and skills. They are very disappointed when a remote control vehicle they try to use doesn't work.

Children engage in some creative activities, however, these are generally adult led. Free access to paint is limited. This prevents them from being able to explore and develop their own creativity. Children enjoy using their imaginations during role play. However, role play areas do not fully encourage the children to participate, as they are poorly presented and organised.

Children are developing confidence and, at times, seek out others to share in their play. Children's independence is encouraged at snack and meal times, as they pour their own drinks and help themselves to pizza. They behave well and demonstrate an understanding of what is right and wrong. Children try to help others sort out their disagreements by suggesting they share the toys. Children are encouraged to count during adult led activities, and their awareness of number is increased due to some practical activities carried out at snack and lunch time. For example, children count

how many children are at their table and then decide if they have enough or too many plates. Through projects and activities, children gain an awareness and understanding of the wider world. They join in activities to celebrate Diwali and see their names written in Bengali writing.

Helping children make a positive contribution

The provision is satisfactory.

Children's care needs are given adequate consideration by staff. Useful information is sought from parents when children first start, to ensure their individual routines are respected. This makes the children feel secure and comfortable. Older children's awareness of diversity and the wider world is promoted through the provision of positive images and activities, however, this is not as successful in the baby room.

Children's behaviour is generally good. They understand the established boundaries and expectations of behaviour. Staff help children to understand the consequences of their actions through discussion, and make sure children receive praise and encouragement to promote good behaviour. Children are encouraged to use good manners. They are starting to show respect and consideration towards each other. Children's spiritual, moral, social and cultural development is fostered.

There are appropriate procedures in place to ensure children with special needs are offered appropriate support. The special educational needs co-ordinator for the group is familiar with the code of practice and knows where she can get support and advice.

Partnership with parents and carers is satisfactory. Parents are comfortable and confident within the setting, however, not all parents are familiar with their child's key worker or happy about the grouping of the children on the ground floor. They are kept informed about events within the nursery through regular newsletters, and have constant access to policies and procedures. Parents of younger children receive regular written information that details events in their child's day. The recent introduction of written information on older children's achievements, increases parents understanding of how their child is progressing.

Organisation

The organisation is inadequate.

Failure to meet the required adult to child ratios at times, and poor deployment of staff during the day leads to inconsistency in meeting children's needs. Space within the nursery is not always used to meet the children's needs effectively. For example, when a child appears quiet and a little lost, he is not comforted by a member of staff to make him feel secure or settled. The setting does not meet the needs of the range of children for whom it provides.

Children benefit from the effective systems in place to ensure all staff are appropriately vetted and suitable to care for children. Staff are qualified and continue to develop their skills and knowledge. However, staff do not make good use of their

knowledge to support the children. Induction procedures for new staff, and appraisals for existing staff, ensure that they have an understanding of the groups policies and procedures, and ensures training needs are identified.

All legally required documentation which includes policies, procedures and records is in place to promote the safety and welfare of the children. Personal information is stored well to ensure confidentiality is maintained. However, systems to record children's progress are not effective, this means that they are not supported in taking the next step in their learning.

Leadership and management is inadequate. There is a lack of clear direction or leadership within the setting. The management and monitoring of the provision is not effective. The registered person has recently introduced a system to monitor the provision for children, which successfully identifies the seriousness of the weaknesses within the provision. However, there has been insufficient action taken to improve the care or education that the children receive. The manager has only recently been appointed, and recognises the need to improve the quality of care and learning the children receive to ensure the outcomes for all children improve.

Improvements since the last inspection

At the last inspection, the setting was asked to review the grouping of children during activities and staff deployment during the session. Little action has been taken to address these issues. Ineffective grouping of children leads to them being insufficiently stimulated and challenged at times and staff deployment fails to support the needs of all children throughout the session.

Nursery education was previously judged as inadequate. The setting was asked to give additional consideration to the planned activities and everyday routines to maximise learning opportunities, and to develop the use of assessment and planning. This action has not been addressed fully, and there continues to be weaknesses in the planning of activities and in everyday routines, which leads to children becoming bored and disinterested. Assessments used throughout the nursery are inconsistent, with no effective system in place to record children's progress. Therefore planning of activities often fails to meet the needs of the children or promote their learning and development.

Complaints since the last inspection

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure staff ratio's are appropriate to fully support children's care and learning needs at all times
- review the way that children are grouped, to ensure it is successful in supporting their developmental needs and their general well-being
- develop the use of assessment throughout the nursery to identify children's progress. Use the information gained to effectively plan stimulating activities which build on children's existing skills and abilities.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure the organisation of all planned activities and everyday routines are appropriately implemented to stimulate children's interest and provide sufficient challenge for all children to maximise learning opportunities
- ensure the provision is effectively managed, and that systems to monitor are used to effect change to improve the standards in nursery education.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk