

Sunshine Day Nursery

Inspection report for early years provision

Unique reference number

EY273928

Inspection date

08/12/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

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.

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Description of the setting

Sunshine Day Nursery opened in 2003. The provision operates from four rooms within a two story converted building. It is situated in a residential area within walking distance of schools and shops in Westcliff-on-Sea, Essex. All children share access to a secure outdoor play area. A maximum of 53 children may attend the nursery at any one time. The nursery opens five days a week all year round with the exception of Bank Holidays. Opening times are from 7.00am to 7.00pm Monday to Friday.

There are currently 68 children aged from nought to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days or out of school care. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs, physical disabilities and some whom have English as an Additional Language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 12 staff, of whom 10 of the staff, including the managers, hold appropriate early years qualifications. The setting receives support from both the local authority, the Pre School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit immensely from the very good knowledge and understanding the staff have of the Early Years Foundation Stage (EYFS). Routines and activities are successfully organised with a strong focus on building on children's individual interests and needs. The nursery has outstanding aspects, and this includes, children feeling safe and the promotion of healthy lifestyles, and also working in partnerships with parents and others, safeguarding and the deployment of resources. Self-evaluation systems have been developed to ensure continuous improvements are sustained.

What steps need to be taken to improve provision further?

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

- revise and develop the outdoor play to provide children with motivational play experiences
- review and develop inspirational teaching methods for all children across the early years age range.

The effectiveness of leadership and management of the early years provision

Documentation, including children's registration forms, written parental consents and policies and procedures are all in place and are effectively maintained for the safe management of the nursery. Children are exceptionally safeguarded as staff have a very good understanding of their role in protecting children. There is a designated staff member responsible for child protection and the written policy includes both procedures to follow in the event of a concern and staff's safe practices to ensure that they are protected against any allegations. Daily written risk assessments for all areas used by the children are undertaken daily by the staff to ensure the nursery environment is safe at all times. The deployment of resources including staff, daily routines and equipment is exceptionally well-organised to ensure children receive excellent play and learning opportunities. All areas of play are bright, spacious and welcoming for children and facilities such as, food preparation and nappy changing areas are maintained to a very high standard to further support children's welfare.

The managers and all staff members are committed to providing children with very good play and learning experiences. The staff team work extremely well together and the managers ongoing practical support further helps staff in their role and effectiveness in meeting children's needs. Consequently, there is very good staff communication and low staff turn over, to ensure continuity of care is consistently promoted for all children. Self-evaluation is in place and is effective in identifying strengths and areas for development, for example, the outdoor play area, further training for staff and providing healthier meals through the nutritional meals project. All areas of the nursery are fully inclusive, and resources and play equipment are adapted when necessary to ensure all children's individual needs are met.

The managers and all staff recognise the value and importance of fully including the parents as it is integral to the well-being of the children in their care. The procedures for involving parents and keeping them informed of their children's development are comprehensive and very effective. Parents' views are actively sought through questionnaires or discussions, there is comprehensive written daily feedback sheets for parents. Parent and staff training evenings have recently been developed, sharing practice on key themes, such as transitions, EYFS and play, developing further parents understanding in how the provision caters for children's individual needs and its purpose. Parents are very keen to express their satisfaction and say they are delighted with the care and education their children receive, children are very happy and settled and are progressing well in all areas of their development. Good links have been developed with nearby primary schools, which results in children settling into reception classes with confidence.

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

The provision for promoting children's welfare, learning and development is good, as all children are happy and thoroughly enjoy their time at the nursery. They enjoy the opportunity to choose between indoor and outdoor play and consequently there is sustained curiosity about their play and learning. Although the outdoor play could be further developed to provide extensive play and learning experiences. Children's behaviour is very good as staff have high and realistic expectations for each child, and they respond to staff's requests very well. They strive to do their best and to be friendly and care for others. Good friendships are formed and they show affection and concern for one another, this includes helping each other during activities and hugs goodbye when going home. The staff have a positive, consistent approach. They take account of each child's level of understanding, have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times.

Planning and observation arrangements are good as staff maintain detailed informative records of children's progress and target setting for each child's individual achievements. Specific targets for all children are identified and they are reviewed and assessed regularly to ensure continued progression for all children. Planning takes account of each child's interests and abilities and provides a broad and balanced range of activities across the six areas of learning. Daily routines are organised to promote purposeful play and learning opportunities with effective adult interaction, however, teaching methods could be review and developed further to provide inspirational play and learning experiences for all children across the early years age range. The deployment of resources and activities are exceptionally well-organised as all available resources are providing to all children with differing abilities, this includes children with communication difficulties and routines are organised to meet children's individual needs and interests.

There is a strong focus on children's personal, social and emotional development and routines are based around children's individual needs and developmental progress, consequently all children are very secure and thrive in the provision. All children across all age ranges show good levels of curiosity as they plunge into a good range of both self-chosen tasks and adult led activities and they work hard at completing tasks including painting and construction play. They are all active talkers as they are able to express their thoughts feelings and wishes to the staff and older and more able children use a very good range of vocabulary for self-expression. There are ongoing opportunities to learn about early mathematical concepts as this is successfully weaved through daily routines, and planned activities, for example, 'fishing for numbers' game. Older and more able children are able to count confidently up to ten and beyond and recognise both shape numbers and patterns. Children have the opportunity to go on trips out within the local community and visitors are invited into the nursery to talk about their role, for example, police officers and local fire safety officers. There are good opportunities to learn about the natural world through growing vegetables and fruit and observing both the local wildlife and insects. Children learn about the wider world

as they play with a culturally rich variety of play materials, including books, puzzles, dolls, and play people.

Children thrive because very good attention is given to health and hygiene routines. Children are consistently reminded to wash their hands when necessary. Nappy changing is hygienically and sensitively undertaken in a separate area away from the space used for play, sleep or eating. Children display an excellent understanding of how to keep themselves safe as they negotiate all areas of play safely and they know procedures when practising the fire drill. Children are given responsibilities in relation to their individual competencies; this includes children pouring their snacks, changing their footwear from shoes to Wellington boots and older children self-serving their own lunches. Further developing children's understanding of personal safety and promoting healthy lifestyles.

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 | 2 |

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| 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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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