

Sunny Day Nursery

Inspection report for early years provision

Unique reference number

EY268636

Inspection date

08/10/2009

Inspector

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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

Sunny Day Nursery is privately owned, and is part of a chain of three local day nurseries based in Dorset. This nursery has been registered since January 2004. It 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 aged children, with rooms available specifically for eating and for physical play. There is an enclosed area to the rear of the property for outdoor play. The nursery is open each weekday from 7.00am to 7.00pm all year round.

Sunny Day Nursery is registered to provide care for a maximum of 76 children under eight years at any one time, all of whom may be in the early years age range. There are 65 children on roll in this age group. Care is also offered to children aged five to 11 years, this provision is registered on the compulsory and voluntary parts of the Childcare Register. Overnight care is not provided.

There are 13 members of staff working in the nursery. Eleven of these have early years qualifications to at least Level 2, and the remaining staff member is working towards this.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Generally, children's needs are met. Staff are enthusiastic and have responded favourably to recently implemented changes within the setting. Systems of self-evaluation are effective, including contributions from staff and parents, and have been used well to inform clear plans for the future that will benefit children. However, there are inconsistencies in practice that have some impact on aspects of children's overall welfare, learning and development.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that fresh drinking water is available to children in all areas of the nursery at all times (Promoting good health) 05/11/2009

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

- improve routines that promote children's good health and hygiene, with particular reference to supporting individual independence such as ensuring soap and towels in the cloakrooms are within reach
- review systems to ensure that no groups of children are unfairly disadvantaged. For example, ensuring that all age groups have choice

regarding when they may have access to the garden; and striking a balance between meeting parents' requirements and recognising where doing so in respect of some children will have an adverse effect on the care of others

- ensure there is consistency in analysing observations of children to help plan 'what next' for individuals and groups of children

The effectiveness of leadership and management of the early years provision

Good leadership and strong management systems result in children being well safeguarded. Staff at all levels have a good understanding of their responsibility to protect children. Employment procedures are robust and there are systems in place to confirm staff's ongoing suitability to work with children, in addition to checks made at the point of recruitment. All staff undertake safeguarding training, and they have a thorough understanding of Local Safeguarding Children Board (LSCB) procedures. They know and implement the setting's policies and procedures that support child protection, and ensure that parents are aware of these. The premises are very secure and access is strictly monitored. All visitors are suitably identified, times present recorded, and supervised at all times. Risk assessments are effective in ensuring all areas of the provision remain safe, enabling staff to identify potential hazards and any actions needed to address these.

Managers within the setting demonstrate a high level of commitment to ongoing improvement, and have worked well with the staff team to develop a positive culture of reflective practice. For example, teams of staff working with different age groups develop their own ideas for improvement which feed well into the setting's overall self-evaluation process. Strengths and weaknesses are clearly identified, targets for improvement are balanced between those that will have immediate impact on outcomes for children, and those that have longer term goals. For example, redeploying staff to gain a more even skills balance in each area has quickly benefited children; the setting have identified that they could do more to positively promote inclusion with children, and a longer term objective is to introduce signing with children of all ages. Some children attend more than one setting where the Early Years Foundation Stage (EYFS) is provided, and action plans identify that staff are beginning to make links with these providers, in order to ensure consistency in planning for individual children.

Relationships with parents and carers are good, and staff work closely with them in order to meet their specific requirements with regard to their children. Good quality information about the setting is accessible in different formats, including through a website, as well as through regular newsletters, and colourful and attractive displays on notice boards. Staff provide daily feedback to parents about their children's day, and their individual routines. They ensure they gain good quality information from parents to enable them to understand and meet individual needs, including those relating to culture, diet and health requirements. However, there are times when staff's willingness to support parents' particular routines with regard to their children, has an adverse effect on other children. For example, in the baby room, some parents have asked that their children have specifically

timetabled sleep periods; this means that sometimes they are not tired when placed in their cots, and their restlessness disturbs other sleeping babies.

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

Overall, children's welfare, learning and development is suitably promoted. Children enjoy a range of activities that are appropriate for their ages and stages of development, and these enable them to make steady progress towards the early learning goals. There are effective systems in place to identify children's starting points, and those who need additional learning support have their needs met. Staff have reviewed systems of monitoring children's individual learning and development, and these are beginning to show positive results. For instance, observations have become more focused and link children's participation in activities to different aspects of learning. Staff are beginning to use their observations to identify the next developmental steps for individual children, and they have regular room meetings to share these. However, the quality of planning to ensure that children's individual goals are met is inconsistent.

Generally, children have access to a broad range of activities and resources that promote their learning and development. Most areas of the premises used by children are bright and welcoming, and toys and equipment in each room are well organised and accessible. However, the room where very young children rest lacks interest, and quickly becomes cold when ventilated. Children are encouraged to make choices about what they do. For example, at group time, three-and-four-year old children take part in animated discussions with staff as they consider what they want to do and, where appropriate, how this links to previous activities. Such as, following children's suggestions of making a police car, staff encourage them to recall their recent visit to the police station, and they discuss the cars they saw and how they could make one the same. Some children enjoy frequent opportunities for outdoor play and use equipment such as bikes and scooters safely and with consideration of each other's space. However, babies and very young children have limited use of the outside area, for only a short period in the afternoon. Therefore, younger children who attend outside of this time do not have regular access to fresh air and outdoor play. Staff interact well with children at all levels and generally use opportunities that arise informally to encourage them to communicate their thoughts and ideas. For example, a discussion with under-threes about different fruits at snack time developed into looking at size, shape and colour, children identifying ideas such as 'bigger' 'smaller' 'brighter' and 'darker'.

Children's safety is promoted well. They regularly practise emergency evacuation procedures and older children can describe what they do when having a fire drill. Staff ensure that any changes that may affect children's routines are clearly and patiently explained to them, in order to prevent accidents and to promote individual safety. Children understand there are clear safety rules that govern the use of equipment, and any walks in the local area; they can repeat these before going out, if asked.

Children's health and well-being is promoted appropriately overall, however, there are some inconsistencies. For example, children enjoy nutritious and well planned meals and snacks. These are varied and plentiful and ensure children's dietary needs are met; however, in some parts of the nursery children do not have access to fresh drinking water at all times. Staff ensure children understand the importance of washing their hands appropriately, but do not ensure that soap and towels are within reach in every cloakroom; this means children's ability to manage their own hygiene needs independently is compromised. Generally staff demonstrate effective hygiene practice, such as ensuring areas where food is prepared and eaten are clean, wearing gloves when assisting children with personal care, and disposing of nappies appropriately. Children's health requirements are known and recorded, and related policies and procedures shared with parents. All staff complete appropriate first aid training, in order that accidents and emergencies can be quickly responded to by a suitably trained adult.

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?	3
The capacity of the provision to maintain continuous improvement	3

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	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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