

# Sunshine Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY397431  
**Inspection date** 12/01/2010  
**Inspector** Shan Gwendoline Jones

**Setting address** 6 Tarmount Lane, SHOREHAM-BY-SEA, West Sussex, BN43 6DA  
**Telephone number** 01273 441 912  
**Email** steven.cox@sunshine-nursery.com  
**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Sunshine Day Nursery is one of two privately run nurseries. It opened in 2009 and operates from an old Victorian police station building. Children have access to an enclosed outdoor play area. The nursery is situated in the town centre in Shoreham. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

A maximum of 43 children may attend the nursery at any one time. There are currently 46 children on roll. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The nursery supports children with special educational needs and/or disabilities and also supports a number of children with English as an additional language. The premises are wheelchair accessible. The nursery employs ten members of staff. All staff hold early years qualifications. The setting receives support from the local early years advisory team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress as the caring staff team recognise the uniqueness of every child and ensure each child has their learning and welfare needs met. Consequently, children thoroughly enjoy their time at nursery and develop a strong sense of independence, which allows them to become active learners. A strong leadership and management team places high importance on continual evaluation across the setting. Consequently, strengths are recognised and areas for improvement identified and prioritised on an ongoing basis continuing to promote successful outcomes for those who access the provision.

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

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

- ensure all staff make better use of opportunities to ask children questions and extend their learning in all areas of development
- continue to build on the effective partnerships with parents.

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

Children are happy and settled in this provision. The management and staff team work well together to provide a stimulating environment for the children. Children are safeguarded because staff maintain an up-to-date knowledge and understanding of child protection issues. Staff place a strong emphasis on children's safety and welfare. A risk assessment is undertaken daily in and

outdoors so that children are able to freely explore. The good range of toys is attractively displayed, mainly on open shelving, and is freely accessible to children and babies, providing them with lots of choices about what they do.

The management team make extremely effective use of self-evaluation to identify their strengths and areas for development and parents' and children's views are sought wherever possible. Management and staff work together to regularly complete quality audits and any identified improvements are acted on promptly. Managers have a clear vision for the future development and sustainability of the setting. All of the documentation, policies and procedures required to support children's welfare are in place and are maintained to a good standard. There are rigorous recruitment procedures to ensure that children are cared for by suitably qualified and experienced staff.

The nursery provides an inclusive environment for all children. The key-person system contributes significantly towards ensuring that each child's individual needs are known and met effectively. The provision promotes inclusive practice. Boys, girls, children with special educational needs and/or disabilities and those with English as an additional language make equally good progress as staff ensure they meet their individual needs. They work closely with other professionals, such as the 'First team', to support and extend children's learning.

The setting engages well with parents and carers. All relevant information about each child is obtained from them when they join the setting to ensure the care provided is consistent. Written and verbal information is exchanged daily to keep all parties well informed, and newsletters are emailed to parents regularly. Secure registration and settling in procedures ensure effective sharing of information in relation to children's family and home circumstances, individual needs, routines and abilities. Consequently, children's starting points are accurately identified in order for practitioners to help plan next steps in their learning. Through discussion with the manager they have highlighted that they feel they need to continue to develop effective ways of working with parents.

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

Children play and learn in a carefully planned stimulating environment. Activities are set out so that children can access them independently and this effectively fosters a confident and inquisitive approach to learning. They form secure relationships with consistent, well motivated staff who support their learning well. Staff have a secure understanding of the Early Years Foundation Stage and implement it confidently throughout the nursery. They plan an interesting range of activities based on children's starting points using their own observations and information from parents. Sensitive observations are carried out on all children regularly and shows their progress towards the early learning goals. The next steps are identified and the information is used to inform planning for individual which supports them to build on skills they already have.

Children confidently approach visitors to the setting and seek support from the

staff. This demonstrates that all children feel secure and well cared for. Children clearly take delight in the wide range of activities they enjoy and are extremely enthusiastic about learning. Good use is made of the outdoor environment to enhance learning as this area has been carefully designed to capture and stimulate their imaginations. They behave well and develop very good social skills. For example, children using the computer negotiate a fair system for taking turns so they can play happily together. Children begin to learn to respect diversity by celebrating festivals from different cultural traditions. They have extensive opportunities to discuss aspects of their own lives and those of other people. Children's learning is generally well supported by staff who are effectively deployed and interact with the children. However, not all staff effectively converse and asking pertinent questions to fully promote their thinking.

The setting promotes children's understanding of the importance of adopting a healthy lifestyle. They explain why it is necessary to wash their hands at appropriate times of day, and enjoy choosing from the range of fresh fruit offered at snack time. Children also have plenty of opportunities to benefit from physical exercise. The meals provided are healthy and nutritious. Children's individual dietary needs are known and respected. Children are learning how to keep themselves healthy as they understand why they need to wash their hands at appropriate times, and which foods provide goodness.

Staff make good use of planned activities to encourage children to respond to what they see, hear and touch. During a play dough cooking activity children discussed the different textures and described how they felt as they rubbed them between their fingers. Children are interested in the available activities because staff use their knowledge of what children enjoy when planning. They make written observations of what children do and achieve and use these systematically in planning for the next steps for each child's learning.

Caring staff nurture babies with kindness. The high number of staff ensures younger children receive appropriate individual attention. Their playroom is a 'no shoe' area, which keeps the flooring sufficiently clean to enable them to play and crawl with no obvious health risks. Babies explore sound and they enjoy listening to songs. They practise physical skills crawling up steps and are rewarded with applause when they pull themselves to standing.

Children are well-behaved; they respond positively to praise and encouragement by staff. A strong emphasis is placed on helping children to develop good manners, social and emotional skills, which enables them to play cooperatively together and provides a positive environment in which to continue their learning.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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	2
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	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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