

Sunshine Day Nursery

Inspection report for early years provision

Unique reference number	508285
Inspection date	04/02/2010
Inspector	Vivienne Dempsey
Setting address	4 Clifford Street, Redcar, Cleveland, TS10 1RW
Telephone number	01642486803
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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 has been registered since 1989, and the after school club was registered in 2002. It operates from seven rooms in a detached building in the town centre area of Redcar. All children share access to a secure outdoor play area. A maximum of 71 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm all the year round apart from bank holidays. A before and after school club and holiday scheme is operated within the nursery.

There are currently 61 children on roll in the early years age range. Children attend for a variety of sessions. There are procedures in place to support children with special educational needs and/or disabilities and children with English as an additional language.

There are 15 staff working with the children, all of whom have early years qualifications. The manager holds Early Years Professional Status and two members of staff have an early years degree. A cook and domestic are also employed. The nursery has received an accreditation in the Quality Counts, quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a very warm and welcoming environment. All children are happy and settled as staff recognise the uniqueness of each child and routinely meet their individual needs very well. Staff show a genuine commitment to ensuring that all children are fully included at the setting. This is combined with a wide range of activities covering all areas of learning. This promotes children's development towards the early learning goals. Effective systems are in place to monitor and evaluate the nursery in order to identify strengths and areas for development; this helps to drive improvement, which improves outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further links with other providers to ensure ongoing progression and continuity of children's learning.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted very well within the setting as staff have a good understanding of child protection procedures, and know how to implement them effectively to safeguard the children. A wide range of policies and procedures,

which are understood by staff, are in place to further safeguard the children. For example, recording of accidents, medication and consent to obtain emergency medical treatment. Risk assessments are in place, which are regularly reviewed and daily checks of the premises and equipment ensure children can move around safely and freely. All visitors to the nursery are required to sign in and out using the visitors' book; this ensures an accurate record of everyone coming into contact with the children is maintained.

Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day. Good use is made of the environment, resources are easily accessed by the children giving them choices about what they do. This is conducive to children's learning and promotes their good progress towards the early learning goals. Links with other agencies are good and staff have good systems in place to support children with special educational needs and/or disabilities. The Special Educational Needs Coordinator is clear about her role and they liaise closely with other professionals and parents to ensure continuity of care and learning. Links with other providers have been developed and children's development information is shared when children start school. However, systems to ensure ongoing progression and continuity of learning have not been fully developed, which does not fully promote outcomes for all children.

Good procedures are in place to work with parents. Information about children's individual care needs and starting points are gathered from parents at registration. Staff ensure that parents are kept up-to-date about their child's progress through regular verbal feedback and discussions of observations of their progress. Notice boards display key information for parents, such as the registration certificate, details of how to contact Ofsted and activities children will be taking part in. Parents, children and local authority advisors are involved in the self-evaluation process. For example, parents are asked to complete regular questionnaires and children take photographs of activities they enjoy, these are displayed for parents informing them of what 'We love to'. Suggestions are actively taken on board and used to enhance the provision and improve outcomes for children. Staff attend relevant training to develop their knowledge and skills and are keen to ensure continuous improvement to promote outcomes for all children.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage (EYFS) learning and development requirements. Observation and assessment systems are in place and staff know children well. Observations of children's interests, learning and development are used to plan an interesting and varied learning environment, helping children make good progress in relation to their starting points. Development files are in place and show children's progress across all areas of learning. These are regularly shared with parents, and parents comment on how children are progressing at home and the key person discusses the possible next steps with the parent. This helps to keep parents informed and involved in their child's learning and development, helping to promote outcomes for all children.

Staff provide good opportunities for children to develop their skills for the future. For example, children use the interactive whiteboard to interact with age-appropriate computer software and confidently complete simple programmes. Children enjoy listening to and interacting with stories, for example, they laugh with glee as they 'roar and stomp' around like the dinosaurs in the book. This helps to develop children's love of reading, while developing their early communication language and literacy skills. Children have free access to the outdoor area where they have great fun learning about the properties of water. They confidently fill up their jugs using the water butt and excitedly watch the water as they pour it down the guttering. This clearly demonstrates staff's ability to provide a range of activities and resources which makes learning fun and interesting. Babies thoroughly enjoy playing with shredded paper and have great fun playing 'peek-a-boo' as they hide their face from staff. Children of all ages develop their awareness of numbers as they eagerly join in the familiar number rhymes, such as '5 little ducks' and '5 little men in a flying saucer'. All of which helps to promote positive outcomes for all children.

Staff promote children's understanding of their own self-care and the importance of good health, through good hygiene routines, frequent opportunities for fresh air and well balanced, freshly prepared meals. Drinking water is freely available and children are able to access this independently, helping to keep children hydrated. The staff give careful consideration to children's safety at all times and gentle reminders to follow safety rules, ensure children are able to move around freely and safely.

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

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	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	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

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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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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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