

# Sunny Days Nursery

Inspection report for early years provision

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**Inspector** Anne Wesley

**Setting address** St Day & Carharrack Community School, School Hill, St Day,  
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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*.

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## Description of the setting

Sunny Days Nursery, part of Teyluva Children's Centre, is a committee run group. It operates from one classroom and a purpose built nursery in St Day and Carharrack Community School, near Redruth in Cornwall. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 8:00am until 6:00pm for 50 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 64 children on roll. Children come from a wide catchment area. Two children also attend other early years providers. The setting provides funded early education for three and four-year-olds. Of these, 10 children receive funding for nursery education. The setting currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 14 members of staff. The staff are very well qualified, three members of staff have above Level 4 qualifications, eight have Level 3 and the remaining two have Level 2 but are currently studying for Level 3. The setting receives support from the local authority, the Pre-school Learning Alliance (PLA) and an advisory teacher from the Children's Centre.

The setting is accessible to both children and adults with special educational needs and/or disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Sunny Days Nursery is a good setting where the children make sound progress in relation to their starting points and where learning is fun. The excellent knowledge that staff have of each child's needs ensures that they promote all aspects of the children's welfare and their learning development well. Children are safe and secure at all times. There is a wide range of activities both inside and outside, with an appropriate balance of those that are led by an adult and those that the children choose for themselves. The management continually looks for ways to improve the setting through a rigorous self-evaluation process, and has a well developed programme of staff development.

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

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

- provide some cover in the outside area so that the free flow activities can continue whatever the weather
- record children's progress against the next steps in their learning systematically so that it can be measured and the information can be used to plan for different groups within the setting

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

The very effective way the setting is led and managed ensures that the outcomes for the children are good. The safety and the welfare of the children have a high priority. All major aspects of the steps taken to safeguard the children are exemplary. All staff have a comprehensive awareness of safeguarding procedures and all receive regular comprehensive training. The good practice is underpinned by sound policies which are regularly reviewed and updated.

The setting has a rigorous process of self evaluation and as a result has a well thought out strategic plan for continual improvement. Staff training is focused on specific needs of individuals as well as the needs of the nursery as a whole. The exciting way the outdoor area is used has developed through staff attendance at various courses. Current training on children's styles of learning is encouraging staff to consider alternative ways of presenting ideas to children.

The setting is fully inclusive and the children are introduced to multicultural ideas through the careful use of resources and by celebrating the festivals of other faiths. The nursery caters very well for children with both special educational needs and/or disabilities.

Staff have specific roles and responsibilities within the group and consequently the children know who to go to when in need. Assessment is effective and thorough. The current systems are based on short informal observations and some longer assessment activities. These are carried out regularly by the key worker and this information is used to update the children's development file. However, children's progress against the next steps in their learning is not always used systematically to plan for different groups within the setting. Parents are happy that their child has a key person who assesses their learning and progress.

The recommendations raised at the time of the last report have been met in full. The capacity to improve is excellent.

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

The children make good progress during their time in the nursery because the staff ensure that most opportunities for learning are maximised. Children actively participate and become totally engrossed in a very wide range of age appropriate learning experiences. They show excellent concentration and focus. Adults ensure that the activities planned for children cover all the necessary areas of learning whilst maintaining a good balance between child-led and adult-led activities. Consequently, children learn the skills that they will need for the next stage in their learning. Staff say they 'are in tune with the children' and that they follow and extend the children's ideas. Transforming the reading corner into a fishing boat and a table into a stage resulted in very enjoyable learning experiences. Fish were

caught and counted and a delightful show was presented to a very receptive audience.

By the time they transfer to the primary school's reception class they have reached standards that are appropriate for their age.

The creative activities provide children with the opportunity to develop skills of cutting and pencil control. The children may choose to play inside or outside throughout each session, but currently there is no shade or cover from wet weather outside. Children's physical development takes place mostly in the outdoor area which is well equipped and used whenever possible but some improvement to the facility is required if it is to be used to best effect. Staff pay particular attention to promoting children's personal development so that the children quickly learn how to share and take turns. The children are encouraged to make their own choices from the activities and resources that are provided so that they become confident and self-motivated. They have plenty of opportunities to talk together so language skills are promoted well, with adults being good role models. Children know they will be listened to and listen well to each other. The children take some responsibilities as they have certain jobs when it is time to tidy up. Self help skills are strongly promoted; two children happily washed the cups others had used. They have an excellent awareness about eating healthily and the need for thorough hand washing routines. Relationships are positive and behaviour is good. The children feel safe and happily engage in all the experiences provided.

## 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	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

<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	2
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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