



Sunny Bright Day Nursery

Inspection report for early years provision

Unique Reference Number	EY303791
Inspection date	27 October 2005
Inspector	Paula Fretwell
Setting Address	Melton Road, Sprotbrough, Doncaster, South Yorkshire, DN5 7SB
Telephone number	07775 897412
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Registered person	B J Bright Day Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunny Bright Day Nursery is a privately owned nursery in the Sprotbrough area of Doncaster. Children from the local and wider community attend the nursery. Nursery premises are self contained and consist of a reception area, sensory room and playrooms for children aged 0-2, 2-3 and 3-5 years. There are kitchen facilities, toilets and washroom which lead directly from the main play area and a fully enclosed secure outside play area, which is both grassed and hard surfaced.

The nursery opening hours are 08.00 to 18.00, Monday to Friday, for 52 weeks of the year and with the exception of bank holidays.

The nursery is registered to care for 41 children and there are 36 children on roll. The nursery provides funded places for 3 and 4 year olds and follows a High Scope based curriculum. Children with special needs and those for whom English is an additional language are welcome in the setting.

Over half the staff have recognised early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted throughout the setting. The environment and resources are very clean and well maintained. Staff follow good hygiene procedures to ensure children's health is protected. For example, they thoroughly spray and wipe tables before snack time, they use gloves and aprons when nappy changing, put clean sheets on cots and discuss hygiene with children. Children are beginning to understand how to look after their own health. They know that if they are not well, medicine sometimes can make them feel better. Children cover their mouths when they cough and understand the importance of hand washing as they proudly show clean hands to staff. However, all children share a towel for drying their hands which does not help to prevent cross infection, and the nappy changing procedure includes practice for staff to wash their hands afterwards, but not children.

Children enjoy meal times and they eagerly join in with snack, sharing fruit and discussing its feel, texture and taste. Mealtimes are very social occasions in which children of mixed ages benefit from the friendly family atmosphere. Younger children confidently contribute to conversations round the snack table and older children are good role models for them. A wide variety of food is enjoyed by the children and healthy eating is promoted through the regular provision of fresh fruit and vegetables. Older children discuss the benefits of healthy eating through activities such as preparing a fruit salad. Children's dietary needs are well met by the nursery cook and clear information about children's special diets is made available for all staff.

Most children thoroughly enjoy physical exercise outdoors and they have plenty of opportunities to move their bodies in a variety of ways. Staff join in to enhance children's experiences and encourage their physical play. Children under 2 years have good opportunities to practice their rapidly developing skills indoors as well as outside. However, sometimes during outdoor play children under 2 years are not well stimulated. For example, they sit in buggies and watch the other children and although they enjoy the fresh air, they are not very active or occupied.

Babies make strong attachments to staff and their individual needs are very well met. They are cared for in line with their personal preferences and they are settled and happy. Staff have a good knowledge of Birth to three matters and this is being effectively implemented to enhance the care for the youngest children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept very safe and secure within the nursery. Staff are vigilant with supervision and they know where the children are at all times. A very good range of safe and suitable toys and equipment is available and children independently access what they need. The environment is very welcoming to children and they choose their resources for play independently.

Positive steps are taken to promote safety in the setting and there are good policies and procedures in place to support the practice. All reasonable precautions are taken to prevent accidents and very good explanations are given to children about everyday safety, such as taking care with their speed when on tricycles. Children are gaining a good understanding of how to do things safely. For example, when chopping fruit children discuss how they take care not to cut their fingers.

Children are safeguarded because staff are familiar with the nursery policy and procedure for reporting child protection concerns and regular training ensures their knowledge is up to date.

Babies' safety is maintained through a safe environment in which very close supervision and support is given by practitioners.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and sociable. Children are very enthusiastic on arrival into nursery and they are eager to join their peers. There are secure and trusting relationships between children and staff; children approach staff with ease and invite them into what they are doing. For example, children say to staff 'come and sit next to me because I love you.' Staff know children's personalities and they are clear about how to support their individual needs and each child has a key person responsible for their care.

All children are very active learners. They seek out their own challenges and become engrossed in purposeful play. They enjoy their time spent in groups or in one to one activities with staff. Children are independent in all aspects of their care, learning and play. They are excited by the opportunities offered to them and join in with enthusiasm.

The quality of teaching and learning is good. Children are making very good progress in all areas because the staff have a good understanding of the stepping stones to children's learning and they ensure children have good quality first hand experiences. Staff interact very well with children, using skilled questioning and introducing new vocabulary to enrich children's play experiences. Resources are easily accessible and children are encouraged to be independent. Children are grouped according to their needs. At social times they come together in family groups, whereas for more focused activities they work in small groups with practitioners.

Observations of children are regularly carried out but assessments of children's progress against the stepping stones is not recorded.

Children enjoy taking responsibilities for simple tasks such as sweeping up, giving out plates and pouring their own drinks. They have a good sense of belonging and staff ensure children feel valued. Staff speak to children with respect and good manners are given to set the example, which children copy. Children's decision making skills are promoted well. Children are confident and know the routine of the day. They show concern for each other and have good relationships with their peers. They initiate conversation with others with ease and are confident in their social skills.

Children speak clearly, listen well and have increasing vocabulary. They are able to use descriptive words well in their play to talk about what they are doing, such as describing leaves as 'scrunchy-crunchy'. Children enjoy books and snuggle up with staff to read together. They show an awareness of print and meaning as they point to words in stories. A range of different texts all around the room and in different languages encourage children to recognise that print carries meaning. Children are developing their writing skills and use the mark making area, such as when writing a Halloween story.

Children experience many opportunities to count in practical everyday ways as well as in planned activities. For example, at snack time they can match the number of children to cups. Children count and recognise numerals and a range of songs and rhymes help to develop their understanding of number. Children are encouraged to find their own solution to problems. For example, when a child's dress was too long she decided to use a belt. Skilled questioning from staff enables children to think ideas through. Children use positional language and talk about sizes, shapes and numbers in most activities. They relate numbers to meaning, such as their ages and say 'I'm 3 and when it's my birthday I'm going to be 4'.

Children have a good knowledge and understanding of the world. They talk about events, past, present & future. They understand and notice change, such as when the trees lose their leaves. Children enjoy the fallen leaves and they eagerly gather them up to bring them in, using a wheelbarrow. They make comparisons, such as between hard apples and soft bananas. Children talk about maps and they are beginning to understand how they work. Visitors to the setting help children to understand the roles of others, such as fire fighters. Children have access to the computer and associated programmes to help their knowledge of technology.

Children are developing very good creative skills. They are encouraged to use their imaginations. For instance, when going on 'pumpkinland' adventures children become engrossed in the role and are allowed to use appropriate props to assist. They talk about the things they would need and they become very involved in imaginary play. The role play 'den' area inspires children's imagination. Children enjoy creative art and craft activities and talk about colours and textures. For example, they enjoy playing with flour and glitter and describe it as 'sparkly snow'. Children are allowed to develop their own ideas at their own pace within the stimulating play environment. Lovely background music helps to create a calm atmosphere.

Helping children make a positive contribution

The provision is good.

Good systems are in place to support children with special needs through effective staff training and documentation. Children's awareness of diversity is very well promoted with many positive images in toys and resources and all children are fairly included in all activities.

Children behave very well. Staff use effective strategies for managing behaviour with lots of lovely meaningful praise used and children's self esteem is held in high regard. Children organise their own activities through their involvement in their own planning of activities and they show responsibility for tidying away. Good eye contact is maintained with children during conversations with staff and they are given time to say what they need to, ensuring they feel valued as individuals.

Partnership with parents is good and parents are included in what their children are doing, through regular daily communication and informative newsletters. Good information is displayed for parents in the entrance area and in the detailed brochure they receive. Staff are very open with parents and respect their wishes, working together to meet the children's needs.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The nursery is organised well and offers a child centred environment which effectively fosters children's development in all areas. Space and resources are organised very well to ensure the children's needs are met. Children are grouped separately according to their development, but in such a way that they all feel included in the life of the nursery and there is a friendly family atmosphere throughout the setting.

Communication between staff is very good, which enables them to meet children's individual needs. Additional support is available to staff through the nursery's administrator who is very familiar with how the children's care is organised and ensures information is immediately accessible when requested. Documentation is very well organised and filed securely. A very comprehensive set of policies and procedures firmly underpin the practice throughout the setting.

Robust recruitment and vetting procedures ensure those working with children are suitable to do so. Training is given due priority and opportunities are discussed with staff on a regular basis to enhance the care given to the children. All staff are clear about their roles and responsibilities and work very well as a team.

The leadership and management of the nursery is good. The management team set high standards for the staff to maintain. They work in practice with the children and understand how things work on a day to day level. Support for staff is in place and

training needs are identified as appropriate. The management team are aware of the strengths and weaknesses of the setting and monitoring is done through hands on practice with the team and children. Staff's input into the planning process is valued and all staff contribute regularly.

The provision meet the needs of all children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a copy of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the practice for washing and drying children's hands minimises the risk of cross infection
- ensure outdoor opportunities for younger children are stimulating and promote their physical development

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure assessment records for individual children are up to date and show their progress through the stepping stones.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk