



Sunny Day Nursery & Play Club

Inspection report for early years provision

Unique Reference Number	EY216520
Inspection date	10 May 2006
Inspector	Dinah Round

Setting Address	Middle Farm Barns, Middle Farm Way, Poundbury Centre, Dorchester, DT1 3WA
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Registered person	Sunny 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

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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 satisfactory.

WHAT SORT OF SETTING IS IT?

Sunny Days Nursery opened in 1995 and transferred to the current premises in 2002. It is privately owned and is one of a chain of Sunny Days nurseries. The nursery operates from a converted barn situated in the village of Poundbury, near to the town of Dorchester.

The accommodation is on two floors. The ground floor comprises of an entrance hall, four baby units, with two separate sleep rooms, three toddler units, and two

pre-school rooms; each unit having its own integral kitchen and toilet facilities. The first floor, which is accessed by a lift or stairs, has the Play Loft soft play centre, a communal dining area and After School and Holiday Club room. There is an enclosed outdoor playground and grassed garden area.

The nursery is open Monday to Friday, from 07:00 to 19:00 all year round.

There are 287 children on role between the ages of 3 months to 14 years; this includes 64 children who are in receipt of funding for nursery education. Children aged 8 to 14 years attend before and after school and during school holidays. Children may attend on a part or full time basis and come from a wide range of communities from the town of Dorchester and from within a 30 mile radius.

There are 33 staff in total who work directly with the children, with 23 of these employed full time. The manager is supernumerary. This includes 16 staff with an early years qualifications to level three and nine staff to level two. There is a full time cook who is responsible for the preparation of all meals and a part time mini bus driver.

The nursery has an Investors in People award and is a member of the National Day Nurseries Association. They have received accreditation through the National Day Nursery Association. The Provider also works in liaison with the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. They are protected from the risk of cross infection due to the regular routines and good procedures followed by staff. For example, the use of disposable gloves, cleaning tables before snack times and the provision of paper towels. Effective nappy changing procedures are in place which helps to protect the children. Children are familiar with the routine for washing hands and are developing good independence in using the facilities provided. Clear information is shared with parents about the exclusion of children with infectious illness, which helps to reduce the spread of infection. Detailed accident and medication records are maintained by staff.

Children benefit from being provided with a good variety of healthy meals and snacks. They are offered snacks of fresh and dried fruit; they are encouraged to help cut their own fruit and pour their own drinks. The older children enjoy sociable lunch and tea times, where they chat to each other and enjoy freshly cooked nutritional meals. Parents are able to provide a packed lunch, if they prefer, and information is shared to encourage healthy options for packed lunches. All children have access to drinks throughout the day, which ensures that they do not get thirsty. For example, older children can help themselves to water, from the drinks machine at their level. For the younger children labelled cups, or cups and a jug of water, are provided by staff. Children's individual dietary needs are followed as staff keep clear records of any allergies or special requirements.

Children have good opportunities to develop their physical skills through daily access to outdoor play experiences. The younger children are taken on regular walks, which makes sure that all aged children get regular fresh air and exercise. Children have access to a range of outdoor play equipment, they ride the pedal bikes with good control and enjoy rolling the hoops. They have use of the play loft adventure play equipment, to climb, slide and balance, which helps them develop new skills. The pre-school children also get involved with yoga and dance sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. The effective security arrangements and procedures, followed by staff, means that children are unable to leave the premises unsupervised. For example, security codes are fitted on each room and the main entrance to nursery. Staff use passwords to ensure children are only collected by authorised persons. Children benefit from the good levels of safety measures in place and the close supervision maintained by staff; this ensures that they remain safe. For example, when going upstairs to the dining area, staff closely supervise and explain to children to walk carefully and hold on to the banister. Daily risk assessments are completed in each room, to identify potential risks to children, and regular emergency evacuation procedures are practised by staff and children. Effective systems are in place to minimise risks to children when taking them on outings. This includes a pre-assessment by staff of the route to be used and the use of a mobile telephone, with emergency contact numbers.

Children are able to move around the room freely and safely. This is due to the effectively positioned furniture and resources around the room, which creates different play areas. Children have access to a wide range of clean and good quality toys and equipment. Staff's good understanding of the younger children's stages of development, ensure that children are offered play equipment which is age appropriate and safe. All children are able to safely choose activities from the low level shelves and enjoy making their own choices.

Most staff have a sound knowledge of child protection issues and their responsibilities, which helps them in their role of safeguarding children. They are clear of the procedure within the nursery, to inform senior staff of any concerns. However, some are less secure of the possible signs and symptoms of child abuse. A clear child protection policy is in place and is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and enjoy coming to the nursery. Their individual needs are well met, as staff offer a good range of age appropriate activities and play experiences. Staff use the Birth to three matters framework effectively to plan and promote the younger children's development.

Babies' individual routines are followed well by staff, who organise activities around their sleep and feeding routines. Staff plan a variety of play experiences, which includes opportunities for the babies to use their senses such as, exploring paint and shaving foam. They benefit from plenty of physical contact and interaction by the staff; for example, they enjoy listening and sharing rhymes and songs. A new system to monitor the babies developmental progress is currently being piloted by staff.

The toddlers are confident, sociable and enjoy lots of positive interaction and communication from the staff. The excellent planning by staff provides a wide range of exciting learning opportunities and experiences. For example, a topic on mini beasts and growing involved children using their senses to explore jelly with sweet mini beasts and spaghetti. Children listen carefully as staff successfully capture their interest with the group story. They join in the singing sessions with enthusiasm. Children visit the garden centre with staff to buy some sunflower seeds, which they planted when returning to the nursery. Children's learning is very well promoted due to staff's excellent support and encouragement during their play.

The pre-school and school aged children have access to a varied range of activities and play opportunities. They enjoy selecting their own resources and making choices about their play, which promotes their independence well. Staff have a friendly and gentle approach towards the children and show an interest in what children say and do. For example, children happily chat to staff about their families or their day at school. This helps them feel secure and builds their confidence. The school aged children are encouraged to get involved in the planning of topics and activities.

Nursery Education

The quality of teaching and learning is satisfactory. Staff's knowledge of the Foundation Stage varies; some staff are less secure in how to extend the children's learning. A new system of planning has recently been introduced which links in with children's daily preferences. Staff ensure all areas of learning are covered. However, it does not clearly identify the learning intentions or how children are expected to move on to the next stage. Children's progress is followed through the stepping stones, although this is not consistently monitored.

Staff plan different topics and themes which offer children a sufficient range of activities and play opportunities. This incorporates regular outdoor play experiences to extend their learning and development. Relationships between adults and children are good and staff encourage children to develop their independence well. However, staff do not question children effectively to challenge their thinking and extend their learning to help them reach their full potential.

Children are confident and settle into the group well. They are developing good independence skills as they make choices about their play and freely select resources. Children enjoy serving themselves at lunch time and pour their own drinks with good control. They show consideration for others and co-operate well during tidy-up time. Children communicate well with others; happily sharing their own experiences with their peers during their play and at circle time. They enjoy looking at books and listening to stories. They join in the 'The wheels on the bus' nursery rhyme with enthusiasm. Children are beginning to recognise their name and some

are able to link it with the sound of the first letter. They can easily access writing materials to develop emergent writing.

Children are learning to count through planned activities and number rhymes. For example, they enjoy counting and acting out 'Five currant buns', working out how many are left. However, children do not use counting, number and problem solving in everyday routines and situations. For example, during snack time counting the pieces of fruit, or counting the numbers of steps and hoops outside. Children have access to a range of resources, to help them match and sort into shapes and sizes, such as compare bears and magnetic shapes.

Children are learning about living things through different topics, such as the lifecycle of the frog and growing cress seeds. They show an interest in things around them; for example, watching the ants crawl up the wall outside generated lots of discussion and excitement. Children enjoy using construction materials to build their own models, some children concentrate for a considerable time as they create their different houses. They have opportunities to learn about other countries and cultures through planned topics. For example, during Chinese New Year children tasted prawn crackers and spring rolls.

Children use their imagination regularly through independent role play. Although opportunities to make greater use of the role play area, to extend children's learning, are not always fully explored. Children have sufficient opportunities to explore a varied range of materials. They enjoy creating pictures using the tissue paper, glitter and shiny shapes. However, the full opportunities to encourage children's creative development are not always maximised.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. They develop a sense of belonging as they see their artwork displayed around the room and children have their own individual pegs. Children benefit from the close liaison between staff and parents, which makes sure that information about their individual needs is regularly shared. For example, staff successfully follow the babies feeding and sleep routines and understand their likes and dislikes. Children's independence is fostered very well within all the different age groups, which helps to build their confidence and self-esteem. Staff offer support to children with additional needs, working together with parents to meet the children's needs. Children are beginning to gain an awareness of the wider world and the needs of others through planned topics. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good. They know the routine and what is expected; for example, they co-operate well and help tidy away toys. The pre-school children quickly settle down on the carpet at circle time; they sit quietly as they listen to others and take their turn during the discussions. Younger children benefit from the staff's effective behaviour management, such as regular use of distraction and the clear boundaries. The school aged children work together well and show consideration towards each other. For example, they happily negotiate the rules between

themselves for their game of football outside. Children receive regular praise and encouragement. Pre-school children proudly wear stickers when they have achieved the target of the week.

Partnership with parents is satisfactory. Parents are provided with clear and comprehensive information about the provision. This includes, a prospectus with the policies and procedures, an extensive notice board and regular newsletters. The Parents, in Partnership with Sunny Days (PIPS) group, are encouraged to share their views and ideas about the nursery. Children's individual needs are continually discussed with parents at the beginning and end of the day. Staff working with younger children complete daily report sheets, which detail nappy changes, food eaten and activities children take part in. This ensures information about a child's welfare is successfully shared. However, systems to share information about the pre-school children's progress are not effective. This means parents are not fully informed about their child's learning and development.

Organisation

The organisation is good.

Children are happy and confident within the welcoming and child orientated environment. The rooms are organised effectively into different age groups from the early part of the day, with key worker staff to ensure continuity of care. This ensures that children feel settled and secure. Children's learning is enhanced by the well-positioned wide range of resources which allows them to explore freely and safely. For example, children's independence is successfully encouraged in the toddler room; they are motivated and interested in the purposeful and fun play opportunities provided by staff. The outdoor play area is incorporated in the planning daily and provides children with greater learning experiences. The nursery meets the needs of the range of children for whom it provides.

Comprehensive policies and procedures are in place to support the running of the nursery. These include robust recruitment and vetting procedures and a detailed induction programme for all new staff. Staff are sufficiently clear of the procedures and practices within the nursery, which contributes towards the children's care and well-being. Documentation is well maintained and regularly reviewed and updated.

Leadership and management is satisfactory. Staff work together effectively within the different teams in the rooms, new staff members have settled in well. Staff are well supported through annual appraisals and regular opportunities to update their skills through training. However, some staff have limited understanding of the Foundation Stage; the room supervisor is linking closely with the early years consultants to arrange training.

Observation and assessments on the pre-school are not regularly maintained. This impacts on the effectiveness of identifying how to help the children move on and reach their full potential. The new pre-school staff team have a positive attitude to training and development of the play provision, although little evaluation has been successfully completed. The nursery is pro-active in seeking the views of parents. For example, a recent questionnaire was carried out to identify where parents felt

changes or areas of improvements were needed.

Improvements since the last inspection

At the last inspection actions were raised to: improve the organisation of the playrooms so that all children's needs are effectively met; to improve messy play and outdoor play experiences for babies; and to make sure all accident records are signed by parents

The provider has addressed these issues by: ensuring that children of different age groups are now organised into separate rooms from the early morning when the numbers increase; Regular outside play opportunities are now provided for the babies and staff include activities that offer them sensory experiences, such as shaving foam. This contributes to ensuring children needs are met effectively; the provider has made sure all that staff are clear to get parents to sign the accident records. A system of using 'dots' on the register has been introduced as reminders for staff. This is monitored by the manager and ensures children's safety is monitored at all times.

At the last nursery education inspection issues were raised to improve observations and assessments systems, so they informed the next step in children's learning. To develop the staff's understanding of the Foundation Stage curriculum so children received sufficient challenges.

These issues have been met in part. Foundation Stage training was organised for all staff in the pre-school rooms in liaison with the local authority. However, recent changes in the staff team means that the three new staff members have not attended the training. This impacts on the quality of learning opportunities and challenges provided for the children. The provider is arranging further training for new staff.

The systems to monitor and assess the children's progress and development have started to be implemented, although they are not always consistently maintained. The provider recognises the need to develop this area with the staff and pre-school staff are working closely with the early years consultant.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 satisfactory.

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):

- develop further staff's knowledge and understanding of child protection issues and procedures

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):

- increase opportunities for children to use number and problem solving in everyday routines and activities, and provide greater opportunities for children to access creative activities
- increase staff's understanding of the Foundation Stage curriculum, and improve opportunities to extend children's learning through the use of effective questioning, to enable children to reach their full potential
- develop planning further to make sure it supports children's development, and ensure assessments of children's progress are regularly completed and used to inform planning.

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