

Sunshine Day Nursery

Inspection report for early years provision

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Inspection date 05/10/2010
Inspector Chris Mackinnon

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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

Sunshine Nursery was re-registered in 2006 due to a change in ownership, but has been established since 1996. It is privately owned by a company and operates from a converted house in the Kemptown area of Brighton and Hove. There are two secure outdoor play areas available. The setting is accessed by a flight of steps up to the front door. The setting is open Monday to Friday from 8:00am to 6:00 pm all year, except bank holidays.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend, within the early years age group. There are currently 70 children on roll, and all are in the early years age group. The setting supports children with English as an additional language, and is also able to care for children with special education needs and/or disabilities. The setting receives funding for nursery education. There is a staff team of 15 including the manager, and all have early years qualifications, with one staff member currently training. One staff member has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective in its organisation, which enables a trained and experienced staff team to provide consistently high quality childcare. A fully established key person system ensures individual children's welfare and development is closely and successfully supported. Children enjoy a challenging and highly stimulating play environment, with a wide range of materials and resources provided to promote achievement. The nursery provides a highly organised and successful range of play themes and initiatives, designed to support active learning and expressive child-led play. Children benefit from skilful and consistent teaching, and the assessment and promotion of children's learning progress is excellent. The nursery is highly effective in its partnerships with parents and carers, and staff make confident and consistent use of self-evaluation, to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- completing of the ongoing plan to expand and regenerate the outdoor play and learning environment
- continuing the planned regeneration of the outdoor play and learning environment

The effectiveness of leadership and management of the early years provision

The nursery is highly consistent in the organisation of its leadership and management, which is judged as outstanding. The staff team have a high level of childcare qualifications, and demonstrate a confident and enthusiastic approach to the promotion of learning. Staff are also highly effective key persons, and participate in a well organised system that provides excellent support for individual children's care and development. The setting has devised a clear and consistent development and appraisal procedures to support staff proficiency, and staff are well supported in their practice by regular peer assessment. Staff have the benefit of guidance from a trained early years teacher. A wide range of learning initiatives and quality assurance schemes are also in place, to support staff in the successful promotion of children's learning. The structure of the management system within the nursery is also highly organised to be effective, with frequent staff meetings, and a well maintained and highly consistent overview from senior management. For example, the nursery has established a system to record and promote development ideas within the staff team, which is also used to evaluate practice. Throughout the nursery's different ages range units, children benefit from a high level of active learning, and are encouraged to create their own games, adapt and explore resources and be inventive with their play ideas. Overall the nursery's support for children's achievement is of a high quality, with many productive teaching interactions provided. The nursery staff have a clear and consistent understanding of safeguarding, and the maintenance of children's security is well established. Staff take care to ensure children are protected and kept safe, at all times; and safeguarding policies and procedures are effectively organised.

One of the nursery's main strengths and outstanding elements, is the particularly high quality of the play and learning environment, which is judged as outstanding. A wide range of well chosen play resources and learning materials are provided, and carefully presented to provide consistent learning challenges, such as messy play and tactile play, assembly and construction opportunities, and highly consistent support for maths and literacy. Through highly effective planning of the play environment, much excellent support is also provided for individual children's achievement. The nursery also makes effective use of well organised outdoor play and learning, with two separate play areas presented for different age ranges. A particularly strong aspect is the outdoor covered 'classroom' provided for older children's learning and exploration of growing, nature and the wider world.

Children are effectively supported in their individual progress and development across their learning gaps, Key persons take a close interest in their children's levels of achievement, with good and consistent guidance provided for speech support, physical confidence and well monitored individual development plans are in place, for children with educational needs and/or disabilities. Children gain a good understanding of diversity at the nursery, and have a wide range of opportunities to learn about others and how we are different. A highly organised range of diversity based resources are also provided, with access to musical instruments, story books, role play items and many multi-cultural visual learning

displays. The nursery also consistently plans and celebrates a range of other culture festivals, to promote children's awareness and encourage community understanding and participation.

Staff work closely with other settings and make effective links with other local care settings. The nearby senior school, takes part in joint art craft projects with the nursery children, and several local junior schools have helped the nursery to complete a progress initiative, designed to support older children as they move up to school. Staff provide and maintain a highly effective range of systems and contact opportunities, to enable close working with parents and carers. A well presented series of information displays photo presentations within the nursery, they are well designed to promote parent's awareness of the Foundation Stage and the six areas of learning. A strong example of promoting parental links, is the good use that is made of a TV monitor, to display videos of children engaged in play activities. This facility provides opportunities for parents and key workers to observe and assess children's learning together. Parents are well included from commencement, with clear information gathered on their children, and regular home interest sheets used to record children's interests. Parents and older children are provided with questionnaires, to encourage participation, and parents also become involved in the play themes and planned learning.

Staff demonstrate a highly consistent approach to appraising their work, and the nursery's organisation of reflective practice and self-evaluation is outstanding. Daily revisions and adjustments are made to the play environment and play materials, and staff consult consistently to maintaining a high standard of care and learning. The planned play programme is also consistently assessed, and staff monitor the effectiveness of activities and how individual children use resources. The nursery makes excellent use of its own highly organised internal appraisal system. For example, individual staff members are encouraged to bring ideas and practice suggestions to meetings, where they are discussed, acted upon and then tracked for effectiveness. The senior staff and unit leaders together, have also successfully completed the Ofsted self-evaluation document, which is highly detailed and informative. The nursery also demonstrates a clear confidence in its support for continuous improvement, through a range of excellent learning initiatives, and identifying areas for development.

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

The nursery is highly effective in the promotion of children's enjoying and achieving. Staff provide a consistently well planned programme of activities, with a wide range of well devised play projects and focused learning initiatives, to promote language and critical thinking. The nursery maintains a consistently child-centred approach to the organisation of play and learning, which creates many opportunities for good development challenges, and the promotion of inventive and imaginative play. Staff key persons have a central role in the planning of individual children's learning, and provide much input and information to supporting children's ways forward. Highly consistent written guidance is also in

place, to ensure staff make effective use of resources and activities to successfully extend and promote children's achievement.

A strong and outstanding aspect of the nursery's provision, is the high quality of staff teaching and learning interactions with children. These are frequent and often organised on a one-to-one basis. The staff demonstrate a highly consistent knowledge of the six areas of learning, which are fully explored and extended throughout the children's range of activities. Staff demonstrate a high level of confidence and experience in their support for a series of ongoing learning initiatives within the nursery; and of particular note is the successful application of sustained shared thinking. With this project, key staff are encouraged to focus during their interactions, on how they can use questions and language, to widen the scope of children's learning experiences. Staff are also closely advised by the nursery's teaching support practitioner, who has completed early years professional status. Staff are highly skilled, and use well timed prompts and opportunities to challenge children's abilities and promote learning links. For example, children are encouraged to include writing in their role play, and learn about shapes and sizes during table-top art craft activities.

The observation and assessment of children is highly effective and consistently outstanding. Staff keep detailed records for each child, and make frequent observations of their engagement and responses to activities. Key staff are also consistently involved, and play an important part in the assessment system, as they establish children's progress through the learning stages and track their development. For example, when a child is observed to be ready to move on, they successfully engage in the nursery's 'transition' support scheme, that includes trial periods and a gradual introduction to the older age group. The staff are currently engaged in an ongoing learning initiative that supports observation and assessment, called 'progress matters'. This has been introduced in partnership with the local authority support team, and is designed to provide a retrospective view of how well the older children have achieved, at the point of entering school. The information provided by this study provides staff with guidance on what has worked well, over a period, and how best to further promote specific areas of learning. For example, children's use of language may now include learning more descriptive words, which helps with building sentences.

Staff successfully help children to feel safe and well included within the nursery. New children are happy at nursery, they settle in quickly and build good relationships with their key persons. Clear procedures are in place to keep children secure, and the setting has a well organised range of safety measures; and a full range of risk assessments, that includes outings. Daily checks are made of all the play areas, with close attention paid to outdoor safety. Children are successfully helped to make a positive contribution, and enjoy their play and learning. The nursery gives good consideration to encouraging children's confidence, and staff are calm and consistent in their management of children's behaviour. Staff effectively help children with sharing and turn taking, and the planned play programme makes excellent use of group learning sessions, to promote positive relationships. Children's personal and social skills are well promoted by well organised family and friends development projects. Children are also able to explore and learn about feelings, during activities and one-to-one learning with

staff.

Staff effectively promote children's health and development, and children's awareness of different foods and healthy eating is highly consistent and well promoted. Staff successfully encourage children's independence and understanding of good hygiene, with good support provided for hand washing and cleanliness. The promotion of children's physical development is regarded as an essential part of the play programme, and children have daily outdoor play and learning. Children are able to be physically expressive, and greatly enjoy dancing and moving to music. For example, the very youngest children were observed enjoying an impromptu dance and movement session, with staff highly supportive and aware of how this activity benefits healthy development, and builds confidence.

An excellent range of opportunities are provided for children to develop skills for future learning. Children's communication and literacy is well supported with mark-making well integrated into their play, and an excellent writing area provided in the older children's play unit. Staff consistently encourage children's confidence with speech and language. For example, much good use is made of Makaton signing to encourage non-verbal communication. Children who have English as an additional language are well supported, and children make good use of books to generate ideas, and understand narrative. Staff are currently engaged in the application of a 'letters and sounds' learning initiative within the play programme, which creates opportunities to support children's understanding of letters, and how they link with sounds. Problem solving is well supported during many of the activities. Here again an excellent learning area is provided, with specific maths and number based resources provided in the older children's rooms. For example, a particularly excellent learning display is in place to promote the understanding of time and distances, with clocks and measuring materials. Younger children, throughout their play, also enjoy many challenges that include learning about shapes, numbers and counting.

Children's creative development is also successfully encouraged, with a wide range of expressive games and role play. Children are encouraged to be inventive and use resources creatively to generate their own play ideas. For example, children create role play and assembly challenges, and combine resources to make up their own games, build towers and houses. Children also make up stories about animals, and the characters they learn about in books. Children have many excellent opportunities to be expressive and join in with others. For example, the nursery has many group rhyme and song sessions, where children are well encouraged by staff, and are helped to feel included and part of the group. During many of the organised activities and well presented play themes, children have opportunities to develop their knowledge and understanding of the world. Activities that involve learning about different forms of travel and transport are provided, and children are encouraged to learn French and other languages. The nursery also organises regular visitors to help the children understand about the outside world and people who help us in the community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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