

Sunshine Nursery

Inspection report for early years provision

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Inspector ISP Inspection

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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 is a privately run setting. It opened in 1990 and is situated in Worthing, West Sussex. It operates from four designated areas within the registered provider's home and a purpose built classroom in the garden. There is a fully enclosed outdoor play area.

A maximum of 24 children may attend the nursery at one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8:00am to 4:30pm all year.

There are currently 50 children aged two to under five years on roll. Of these, 30 children receive funding for the provision of early education. Children come from a wide catchment area. The nursery supports children who speak English as an additional language.

The nursery employs six members of staff. All hold appropriate early years qualifications and two staff hold Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a rich and varied learning environment at the nursery. They are happy, safe and well cared for because staff have a very good understanding of their role and responsibilities within the Early Years Foundation Stage. They are committed to driving their continuous improvement, through training, using reflective practice and highly effective partnership working with parents. Their partnership working with other settings children attend is an area for further development. The physical environment is stimulating and fun for the children but the outdoor area is not always kept wholly tidy, in order to fully safeguard children and the children's seating, while well-used, is showing signs of wear and tear and a little dirty.

What steps need to be taken to improve provision further?

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

- develop the risk assessment records to show details of individual outings undertaken
- monitor the physical environment outdoors for general tidiness and resources such as the children's seating for good hygiene
- develop partnerships with other early years settings that children attend

The effectiveness of leadership and management of the early years provision

The welfare of children is given due care and attention by staff who are skilled practitioners. They understand very clearly about the complex links between children's welfare and their learning and development and how the two go hand-in-hand. They ensure mandatory documentation is accurately maintained, reviewed and updated to keep in-line with current guidelines. Although detailed, thorough risk assessments are in place for in and outdoors and outings; they do not show details of all of the outings undertaken by the nursery, as part of their ongoing safety measures. Staff provide children with a rich, purposeful learning environment, both in and outdoors, which has a good range of resources and is safe. They learn about the importance of valuing diversity and equality, so that every child and their family is fully included. Staff have a good understanding of the signs of child abuse and referral procedures, in order to protect a child in the event of a concern being raised. Robust recruitment, vetting and induction procedures complement their safeguarding procedures in helping keep children safe.

Staff show a strong and driving ambition to providing high quality and inclusive provision for the children. They attend short courses and increase their professional qualification level to develop further their knowledge and skills in early years childcare. This benefits the children because they then evaluate and improve their organisation, planning and assessment systems, to help children make good progress towards the early learning goals. Action plans are also used to evaluate their practice, with clear priorities for improvement, to enhance the outcomes for children even further.

The nursery has excellent partnerships with parents; they are highly positive, with a very good key person system in place to ensure that the uniqueness of every child is fully considered and supported effectively. There is a wealth of information available to parents about how the nursery operates and how it cares for their children. Workshops, consultation events and parents' evenings also help support the care of the children. This is because parents are encouraged to understand more about the Early Years Foundation Stage and what it means for their child. Partnership working, such as with special educational needs services and other childcare settings in the wider context is good; this is an area for further consideration and development so that everyone is working collaboratively for the benefit of the child.

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

Children are active learners, who enjoy their days at the nursery. They have established friendly relationships both with their peers and adults; this is reflected in a happy and harmonious environment where children play confidently. The cycle of observation, assessment and planning is effective; it takes account of the

unique needs of each child, as well as their interests and stage of development. Their next steps for learning are clearly identified and supported by their key person at group times and throughout the day by all staff. Children move confidently around the in and outdoor nursery environment because staff encourage their independence and freedom of choice. This means that children can choose where they play, what they play with and how they use the equipment. The children are competent speakers, who show good levels of language and communication skills. They chat freely, bringing their imagination and ideas into their play. For example, they act out going fishing, standing on plastic blocks with a long twig and piece of string, delighting in showing off their "catch"; they talk about the shadows they are making on the ground outdoors, experimenting with movement to see how it changes. In discussion about how they get to nursery, children make up stories about how they sailed to nursery, with staff extending this by offering them a toy boat to play in. Others spend a long time concentrating as they problem solve how to build and then balance a tower of large wooden shapes, persevering until they succeed. Staff encourage their learning through good use of open-ended questioning, as well as giving them the time and space to explore and investigate by themselves. Key skills for the future regarding numeracy, literacy and technology are given due consideration, with children showing good levels of skill manipulating the computer mouse. Group times are used to support children's developing understanding of phonics and rhyme through daily routines such as guessing which day of the week it is from the initial sound.

Children greatly benefit from the purposeful and enabling outdoor environment, where they learn to climb, balance and take risk, in a safe way, for example as they extend their movements to pull themselves up the slide, and jumping from plastic blocks, with balance and good control. Children show through their behaviour that they understand how to stay safe, walking indoors and using equipment such as plastic tennis rackets safely. Following on from their celebration of Shrove Tuesday when they ate pancakes, children talk about how the pan gets hot making them. The nursery environment is child-friendly, with lovely displays of their creativity and photographs of them involved in different activities; this fosters their feelings of belonging. They are encouraged to help tidy up, to begin to learn about making a positive contribution. All of the children behave very well, and treat each other with compassion and respect. Equality and diversity is reflected throughout the nursery provision, helping the children learn about the social world around them.

They are also learning about the importance of a healthy lifestyle, through their diet, hygiene practices and getting plenty of fresh air and exercise. They understand the need to cover their mouths when they cough and to use tissues to keep their noses clean. The physical environment is kept clean during the day through daily practices by staff and through routine hygiene procedures, to reduce risks of cross infection. However, the outdoor area, is a little untidy, with some small toys discarded by children after use and then left there. Their plastic seating indoors is a little dirty, marked with paint and heavy usage. These both have an impact on the children's welfare and good health and hygiene. Meal times enable them to sit down together to eat nutritious food at snack time, such as fresh fruit, toast and crumpets, which provide them with energy and good nutrition. Fresh drinking water is readily available, whether they are in or outdoors and this also

supports their healthy lifestyle.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met