

Sunny Day Nursery & Play Club

Inspection report for early years provision

Unique reference number

EY216520

Inspection date

16/05/2011

Inspector

Lorraine Sparey

Setting address

Middle Farm Barn, Middle Farm Way, Poundbury,
DORCHESTER, Dorset, DT1 3WA

Telephone number

01305 268577

Email

david@sunnydays.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunny Days Nursery opened in 1995 and transferred to the current premises in 2002. It is privately owned and is one of three Sunny Days nurseries. It 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 registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open from Monday to Friday, from 7.00am to 7.00pm, all year round. It is registered to provide care for 173 children from birth to under eight years at any one time; of these, not more than 147 may be in the early years age range. There are 350 children on roll between the ages of three months to 14 years. This includes funded children. Children aged eight 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 local communities around Dorchester. There are team of 31 staff who work directly with the children. Of these, 25 hold relevant childcare qualifications. The nursery has an Investors in People award and is a member of the National Day Nurseries Association. The provider also works in liaison with Dorset Sure Start and has a Quality Counts Investors in Children Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are keen to come into the nursery and are motivated to learn. Staff throughout the nursery demonstrate secure awareness of children's individual needs and preferences. They tailor activities to meet their individual needs in the inclusive and welcoming environment. As a result, children throughout the nursery are making good progress in their learning. Overall, children's welfare needs are promoted well. Good systems are in place to monitor the provision and to involve everyone in the decision-making. Consequently, they are well placed to make continuous improvement

What steps need to be taken to improve provision further?

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

- review the daily safety checks to ensure continued safety of children throughout the day

- review staff deployment and organisation of the day to enable staff to monitor and manage children's behaviour effectively

The effectiveness of leadership and management of the early years provision

Staff demonstrate secure knowledge and understanding of possible safeguarding issues and good procedures to follow in the event of a concern being raised with regard to welfare. All staff are encouraged to attend training and workshops on a variety of subjects linked to safeguarding. Thorough and detailed risk assessments enable staff to identify potential hazards. Daily safety checks reflect these and are generally implemented well ensuring children's safety. However, on the day of the inspection this was not the case, as a child was able to open the gate to some stairs. Robust recruitment procedures, comprehensive inductions and appraisals mean that staff are suitable to work with children and have the skills to effectively fulfil their roles. Staff benefit from the strong leadership and work well together as a team to meet the needs of the children.

There are a good range of resources available in all areas of the nursery. The majority are accessible to even the youngest children to promote choices within their play. Staff generally provide good levels of support both on an individual basis and during group activities such as circle time. The nursery is well organised and, overall routines meet children's individual needs well. However, on occasions some children sit for a long time waiting for their lunch. Consequently, they become bored and their behaviour deteriorates. There are a good range of resources and play opportunities to support children's awareness of diversity.

Staff develop effective partnerships with parents, carers and other early years professionals enabling staff to support children in reaching their full potential. Parents receive good quality information when they register their child at the nursery. There are good settling in procedures enabling them to feel confident when the arrangement starts. Parents value the flexible care, feel that staff are friendly and approachable, and their children enjoy coming to the nursery. Staff offer different opportunities for parents to be involved in their child's learning. For example, some children visit one of the parents' farms and walk through their bluebell woods. Staff provide good displays to keep parents informed of different issues such as safeguarding information and children's learning journeys.

There are good systems to monitor and evaluate the whole of the nursery provision. Staff and management complete the Ofsted self-evaluation together; views of parents and children are incorporated to enable everyone to be involved in the decision-making. Staff successfully identify areas to improve and develop. For example, recent equality and diversity training has highlighted areas they would like to develop, particularly with the younger children. Regular audits, including those completed by the local authority, provide good opportunities to critically evaluate the whole of their provision. As a result, outcomes for children are positive.

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

Children throughout the nursery are confident to separate from parents and carers, and are eager to play and learn. They are developing positive relationships with the other children and staff. For example, an older child invites another child to join in their play when they first arrive. Children are confident to approach staff for cuddles and babies enjoy warm relationships with the staff who clearly know their individual needs. For example, staff adeptly support young children as they refine their walking skills. As a result they beam and smile with pleasure. Babies are encouraged to explore a wide range of different textures and materials. For example, several children discover a treasure basket containing lots of different objects. They explore baked beans and use their bodies to investigate paint. This provides good opportunities for babies to develop their creativity. Children are supported in developing their knowledge and understanding of the world. For example, they thoroughly enjoy helping a member of staff to clean out the tadpoles and talk excitedly about how the tadpoles are growing legs. Children have excellent opportunities to use their imagination in the well resourced outdoor area. For example, several children role play being in the Army and staff provide camouflage nets and targets to further extend their play. Children's physical skills are developing well as they participate in obstacle courses, practising their balancing and jumping skills. For example, a child shows great perseverance as they tackle the balancing beam and shows a great sense of achievement when they complete the task.

Staff plan and provide a wide range of good-quality activities and play opportunities linked to children's individual needs. Each child's key person is responsible for completing planned and spontaneous observations and taking photographs to support their knowledge of their progress. Parents are encouraged to be involved, sharing information about what their children can do at home.

Children have good opportunities to learn about healthy lifestyles. The majority of the children throughout the nursery are able to move freely between the indoor and outdoor environment. They have opportunities to grow food, learning about health and nutrition. Children benefit from the healthy and nutritious menu and all food is freshly prepared. Children's emotional needs are well met, particularly with regard to babies and young children where their home routines are followed closely. Children learn about safety and are able to take controlled risks as they climb the trees. Staff position themselves close by to provide support, but enable the children to try for themselves. Consequently, children are learning about possible dangers and how to protect themselves from harm. Children's behaviour throughout the nursery is generally good. Staff give clear messages to increase children's understanding of the expectations and boundaries. However, on occasions they do not notice when incidents happen, resulting in children receiving mixed messages. For example, a child is encouraged to use kind hands when playing with their friends. However, when a child sits on them it goes unnoticed and the child becomes frustrated. Children learn about the wider world through interesting topics; for example, they have recently looked at different countries,

which helps children value differences in our society.

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	2

The quality of the provision in the Early Years Foundation Stage

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----