

# Sunny Days Nursery

Inspection report for early years provision

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**Unique reference number**

EY410790

**Inspection date**

07/07/2011

**Inspector**

Shirley Wilkes

**Setting address**

Ridgeway Primary School, Grange Road, BURNTWOOD,  
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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**

Sunny Days Nursery opened in 2010. It is managed by a voluntary committee and operates from purpose-built premises within the grounds of Ridgeway Primary School. The nursery serves Burntwood and surrounding areas. There is a fully-enclosed outdoor play area.

The nursery provides care for a maximum of 64 children. There are currently 70 children on roll in the early years age range. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is able to support children with special educational needs and/or disabilities. The setting opens five days a week, all year round, with the exception of bank holidays. Sessions are from 7am to 6pm. Children attend for a variety of sessions.

There are 14 members of staff who work directly with the children. All staff are qualified to at least level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children are making good progress in their learning. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play and they demonstrate that they understand the welfare requirements. Children benefit well from continuity of learning and care because the setting liaises with parents and other agencies to ensure individual children's needs are met. Successful steps are taken to self-evaluate the provision for children and the nursery demonstrates a good capacity 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:

- provide and organise art and craft materials so that children can make their own choices in order to express their ideas
- develop further routines to encourage children's independence, in particular, at meal times.

## **The effectiveness of leadership and management of the early years provision**

Children are fully safeguarded by staff who have a good understanding of their role in child protection. Designated staff understand their responsibilities to safeguard children and have a good understanding of the procedures to follow if they have any concerns. There are rigorous and robust recruitment and induction procedures in place. Risk assessments, which cover all areas, equipment and

outings are conducted and reviewed regularly. The manager completes an audit of any accidents to inform risk assessments and staff conduct daily checks of all areas of the setting to ensure children's well-being.

Space is used well and is brightly decorated, with children's artwork and photographs displayed making a welcoming environment for the children. Routines run smoothly as staff are well deployed to support children. Children's care and early education is successfully promoted by a dedicated, caring and motivated team of staff and management who are passionate about the service they provide. The nursery promotes inclusive practice and works well to ensure that each child and family is fully included in the life of the setting. Staff have a good understanding of children's individual needs and recognise and value children's differences. All children are able to access a good selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals.

A key worker is allocated to each child to aid communication between parents and enable close bonds to form with children. All parents complete a starting sheet about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. Children benefit from their parents' involvement in their learning in the setting. Parents are well-informed about their children's welfare, achievements and progress, so children are able to continue their learning at home. They are also given written and verbal information about their child's day. Parents are encouraged to review their children's learning journals and are invited to attend open evenings. The staff recognise the importance of working with other professionals. They have made appropriate links with other settings children attend to ensure continuity of care and learning. Close links have also been developed with local schools to ensure a smooth transition as children move on in their education.

The management demonstrates a very high commitment to improving their practice and has a clear vision for the future to maintain continuous improvement. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a good level of childcare and education.

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

Children make good progress towards the early learning goals. Staff provide a varied range of activities that take into account children's individual learning needs. They provide a well-balanced day where children are able to follow their own initiated ideas as well as some adult-led activities. Children's ideas, choices and interests are fully encouraged by staff and ensure that children continue to make progress in line with their capabilities and starting points. However, children's independence, in particular at mealtimes, is not being fully developed.

Children arrive happily and eagerly settle to play with good range of stimulating

and interesting activities that cover all aspects of their learning, for example, such as problem-solving, language and literacy and information and communication technology. The effective organisation of the resources enables children to make independent choices and decisions. This helps them to have a positive attitude towards their learning, promotes their confidence, self-esteem and progress. However, the organisation of art and craft activities does not always allow for free expression or the development of their creativity.

Children are very eager to play and join in with the activities; they get excited at what they are doing. Their levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Children have lots of opportunity to mark make and use their emerging writing skills, for example, using the notepads in the role play area set out as a police station and when labelling their works of art. Children recognise their own names and their friend's names during circle time. Toddlers enjoy using the paints and delight in rolling the marbles through the paint to make patterns. Children count and use numbers throughout their daily activities, such as counting during story time.

All children behave very well as staff use positive approach suggestions to manage behaviour. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, to be polite and to be kind and helpful. The setting is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely with other professionals to ensure that their needs are consistently met.

Babies settle well and demonstrate that they feel safe and secure with the staff seeking comfort and reassurance. Babies enjoy tactile activities, for example, playing with the flour tray. Babies clap and follow some actions during singing and delight in greeting visiting members of staff. Children learn about the wider world as they learn about different countries through tasting food and celebrating festivals. Children learn about living things as they help care for the nursery pets, such as the rabbit and hamster.

Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. Children learn about keeping themselves safe through the discussions and activities provided. They practise evacuation procedures and learn how to use equipment safely. All children are able to access the outdoor play areas for exercise and fresh air.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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