

# Sunshine Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY280094

**Inspection date**

03/10/2011

**Inspector**

Tara Street

**Setting address**

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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 privately owned and managed by the National Health Service Foundation Trust. It was registered in 2004 and is situated at the Hallamshire Hospital in Sheffield, in a large Victorian property. There are eight playrooms over four floors, with ramp and lift access. Children have access to a secure enclosed outdoor play area. The nursery mainly provides childcare for the employees of the Sheffield Teaching Hospitals Foundation Trust and other National Health Service Staff. A maximum of 144 children aged under eight years may attend the nursery at any one time, of these not more than 48 may be under two years of age. The nursery currently takes children from four months to five years of age. The nursery is open Monday to Friday, all year round from 6.30am to 6pm and children attend for a variety of sessions.

There are currently 180 children on roll, who are all within the early years age range. Of these, 62 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 38 members of staff, including the manager, who work directly with the children. Of these, one holds Early Years Professional Status, one holds a degree in early years, 32 hold a qualification at level 3 and two hold a qualification at level 2, all in early years. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

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

Overall the quality of the provision is good.

Staff offer a warm and friendly welcome to all children and their families. Children make good progress in their learning and development, as they engage in a wide range of enjoyable activities which cover most areas of learning well. Effective partnerships with parents, carers and other early years professionals have been established, ensuring children's individual needs are fully supported. An inclusive, very clean and safe play environment is provided and documentation is mostly well maintained. Managers and staff have a clear understanding of the nursery's strengths and areas for development and they put effective plans into place to make continuous improvements for the children.

## **What steps need to be taken to improve provision further?**

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

- review procedures to ensure regular evacuation drills are carried out

- provide additional 'tool boxes' containing things that make marks, so that children can explore their use independently for the whole of the session
- extend opportunities for children to learn about the food chain and planting, growing, gathering, preparing and using different foods.

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

Staff have an effective understanding of how to protect children and are trained accordingly. There is a comprehensive safeguarding policy so that staff know the steps to take if they have concerns about any of the children. Detailed annual and ongoing risk assessments, both indoors and outside, effectively minimise the chance of accidental injury. However, regular evacuation drills are not carried out to ensure that all children are sufficiently familiar with the routine for keeping themselves safe in an emergency. A robust recruitment procedure is implemented to ensure suitably qualified, experienced and vetted staff are employed. This results in children's welfare being effectively promoted and safeguarded.

The nursery is bright, well-organised and equipped with good quality play materials, both inside and outside. Inclusive practice is promoted through an effective key person system, ensuring children's individual care requirements are met. The management of the nursery shows a very good commitment to the professional development of the staff team, encouraging training in all areas. Self-evaluation is good and takes into account the views of parents, carers and children. The monitoring system used is effective in identifying strengths and action plans are efficiently implemented, which means the nursery has a good capacity to sustain further improvement.

Good partnerships have been developed with parents and carers. Staff speak to them on a daily basis and provide additional information through informative notice boards, newsletters and open days. Consequently, parents and carers are well informed of the experiences their children have enjoyed, which enables them to continue their children's learning at home. Staff demonstrate a positive attitude to linking with other early years professionals to meet any specific individual requirements. This is particularly true for children with special educational needs and/or disabilities and those who speak English as an additional language. Good procedures are in place to ensure children have a smooth transition from the nursery to other settings, for example, when they move onto full-time education.

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

Children enjoy their time in the nursery and have a positive attitude towards learning. There is a good balance between activities that children choose for themselves and those which adults encourage them to try, both indoors and outside. The nursery's effective system for observation and tracking of the progress of children ensures that learning is tailored to their individual needs.

Children and babies are happy and very secure in their relationships with staff. They also clearly enjoy time with their friends and many of the younger children enjoy a cuddle with familiar adults. Babies are delighted, as they investigate the treasure baskets and explore both natural and man-made sensory materials. Older children have good opportunities to develop communication, language and literacy as they talk to staff, independently access books and enjoy story times. They make regular outings to the library and see a range of written text and numerals around the nursery. This positively supports their understanding that print has meaning. They confidently use chalks, pencils and paper to write lists, when pretending to be doctors on their rounds. However, other opportunities for children to use 'tool boxes' containing things that make marks, so that they can explore their use independently for the whole of the session are less well developed. Children learn to problem solve and count as part of the daily routines and explore volume and capacity through sand and water play. As a result, children are developing good skills for the future.

Children are learning to play cooperatively with others, be kind and take turns. They respond well to boundaries and feel secure knowing what they can and cannot do because they are sensitively reminded of expected behaviour. Children's creativity is fully supported through good access to a range of musical instruments, role play equipment, construction toys and art materials. For example, children enjoy exploring the texture of dried pasta and enthusiastically snap it apart to hear the sound it makes. Children learn about other cultures and beliefs and a good range of resources are used to reflect wider society and help children understand their differences and similarities.

Children's health is effectively promoted. Meals are freshly prepared, appetising and nutritionally balanced. The older children take responsibility in serving their own meals, which promotes their independence and self-help skills. Regular cooking activities, such as making vegetable soup and pizza encourage children to discuss the foods that are good for them. However, opportunities for children to learn about the food chain and planting, growing, gathering, preparing and using different foods are less well developed. Babies' food is prepared according to their stage of development and in discussion with parents. The children become aware of the importance of personal hygiene as they wash their hands frequently or use tissues for noses. Children are actively involved in keeping themselves safe and staff regularly discuss potential dangers. Children are encouraged to be active. They eagerly climb and balance on logs, tyres and large crates, whilst others enjoy throwing leaves into the air and watching them float to the floor.

## 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

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

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