

Sunny Days Nursery

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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.

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 2007. It is owned by a private provider and operates from Kenton Baptist Church in Kenton in the London Borough of Harrow. The nursery has use of two large playrooms and there is a secure garden for outdoor play. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 45 children aged from two years may attend the nursery at any one time. There are currently 32 children on roll.

The nursery is open Monday, Tuesday, Thursday and Friday from 9.30am to 1.25pm, during term time only. The nursery employs five staff, four of whom hold appropriate early years qualifications. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development, taking into account their starting points, because the staff have a strong knowledge of the Early Years Foundation Stage and implement it well. Information gained through well-planned observations is used to implement planning for individual children. In the main, staff plan an extremely well-organised and smooth running environment which meets the needs of the children. Flourishing partnerships with parents and other professionals ensures a fully inclusive environment where children's individual needs are known and met exceptionally well. The staff team constantly monitor the effectiveness of the setting, which leads to an excellent capacity for 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:

- reviewing how the daily routine flows with the needs of the children

The effectiveness of leadership and management of the early years provision

Staff at all levels have a comprehensive understanding of safeguarding issues with opportunities to attend regular training and maintain an up-to-date understanding of current legislation. Children are cared for and play in safe and secure surroundings as a result of comprehensive risk assessments, that staff maintain and review regularly. Staff members ensure children are safe in the event of a fire

through the implementation of the evacuation procedure and regular drills.

Managers are experienced, dedicated and confident in their roles. They are successful in inspiring and supporting the enthusiastic staff team, who together provide a high level of care and learning opportunities for children. All staff work exceptionally well as a team, supporting and acknowledging each other's strengths. This creates a stimulating and vibrant play and learning environment for children and as a result, they thrive and make excellent progress in their learning. The whole team contribute to the thorough self-evaluation process. Staff carry out both environment and activity evaluations, alongside the main nursery evaluation form. This drive for improvement means staff make continuous gains in their practice, which leads to a significant impact on the children. Staff members are well-qualified and show high levels of motivation, this brings about further improvement through drive for success.

Staff build and maintain excellent partnerships with parents and carers. They utilise a variety of communication methods to ensure that parents are exceptionally well informed of their children's progress and activities. For example, regular newsletters, frequent parent consultation events and coffee mornings. The parent representative offers parents an alternative opportunity to raise their concerns or suggestions. Staff provide practical information about ways in which parents and carers can support their child's learning at home, for example, during coffee mornings staff organise workshops where local authority advisors come in to lead a session on ways parents can support learning at home. The nursery also has excellent procedures for liaising with other professionals in meeting the needs of those children with special educational needs. For example, they work closely with their local authority special educational needs coordinator in implementing individual development plans, for those children with additional needs.

Children have wonderful opportunities to learn about and develop their understanding of themselves and others. Activities where children study their faces in the mirror then draw what they see encourages children to think about what makes them different and how this is celebrated. They have access to many good quality, interesting and diverse resources to further enhance their growing knowledge of the world around us. Deployment of equipment, resources and staff means children experience a varied programme of activities and opportunities, which staff structure well. However, at times the daily routine can interrupt children's enjoyment and learning opportunities.

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

Staff create a wonderfully stimulating and educational learning environment, with an extensive selection of high quality resources to support learning through play. Staff are highly animated, enthusiastic and successful in engaging children's interest. They use effective teaching techniques to encourage communication and language for thinking. For example, asking children what they are building with the bricks or what other examples of transport they can think of. Well captured

observations inform children's next steps which are then used to develop the setting's plans. This system ensures children receive a learning experience which is fun and relevant. The areas of learning are very well applied in the setting. Children's creativity is effectively promoted as they engage in hand printing, music and dance sessions and enjoy texture exploration. Their imaginative play is well supported through many good quality, real life resources. Children have great fun getting into character as they 'chat' on the phone and pretend to wash up.

Children's early mark making skills are supported very well and opportunities for drawing and writing are provided all around the environment. Cosy book corners both in and outdoors, set up to be inviting for children, encourages them to have an interest in books and enjoy reading. A great selection of resources to support children's mathematical and problem solving skills is available. Enabling them to calculate, estimate, sort and match objects in addition to identifying colours, numbers and shapes. Staff use appropriate language during play to teach children mathematical terms. For example, during play with construction bricks a member of staff asks children to estimate and compare how bricks they will need and whose tower is the tallest.

Staff include the outdoor area in plans, which means that children's learning is continuous as they enjoy learning through play across all areas. Children enjoy using the different apparatus and resources to balance, steer, climb and negotiate space. Children enjoy movement sessions and gain a secure understanding of the importance of exercise as they feel their heart beats and are encouraged to think about how their bodies feel once they have 'warmed up'. The emphasis placed on outdoor and physical play also supports children's understanding of healthy lifestyles. They show an exceptional awareness of being healthy and are encouraged to adopt very good personal hygiene through the daily routine.

Staff effectively and consistently implement the nursery's behaviour management policy which results in children being exceptionally well behaved. They listen promptly to instructions from staff. Children show emerging friendships as they play together in harmony. They learn about keeping themselves safe through an excellent range of resources, discussion and activities. During outdoor play children enjoy learning about road safety through the use of the nursery's zebra crossing. These activities also teach children how to be safe outside the nursery.

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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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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