

# Sunshine Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY136884
<b>Inspection date</b>	07/03/2012
<b>Inspector</b>	Jane Wyncoll
<b>Setting address</b>	O'Neill Drive, Peterlee, SR8 5UD
<b>Telephone number</b>	0191 586 9222
<b>Email</b>	
<b>Type of setting</b>	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.

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## Description of the setting

The Sunshine Nursery and Out of School Club is run by a partnership and was registered in 2001. It operates from a single storey, purpose built premises in the centre of Peterlee. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday 51 weeks of the year. Sessions are from 7.15am until 6pm. A maximum of 84 children may attend at any one time, of whom no more than 66 may be in the early years age group, and not more than 16 may be under two years. There are currently 80 children within the Early Years Foundation Stage who attend for a variety of sessions. The out of school club also offers care to children aged over five years before and after school and during school holidays. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs 17 members of child care staff. Of these, 15 hold qualifications at Level 3 or above. The manager is a Qualified Teacher and one member of staff holds BA Hons degree in children and early childhood studies and one has a foundation degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are exceptionally confident and independent as they explore highly stimulating and imaginatively resourced environments. Supported by an enthusiastic and knowledgeable staff team, children make good progress in their learning and development. Policies and procedures are in place that support children's safety and security consistently. Positive relationships with parents and families generally promote children's well-being and learning very well. Partnerships with other professionals are used effectively to provide very good support for children with additional needs. Robust systems of self-evaluation and reflective practice are used to constantly review provision and improve outcomes for children.

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

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

- find ways to provide a range of information which will help parents support their children's learning at home.

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

Children's welfare is effectively safeguarded. Thorough procedures for recruitment and carrying out of Criminal Records Bureau checks ensure those working with children are suitable. Staff have a good understanding of what to do should they have concerns about children. Policies and procedures are in place and shared with parents and staff. Entry systems are in place to make sure only authorised people can collect children. Clear evacuation procedures are in place and records are kept of fire drills so children know what to do in an emergency and are kept safe. Procedures for preparing food and changing children are well-organised and followed by all staff. Several staff hold paediatric first aid. They respond to minor injuries and ailments, administer medicines record and review any accidents appropriately so children are protected effectively. Comprehensive risk assessments cover all areas of the nursery and regular checks make sure hazards to children are kept to a minimum.

Exceptional use is made of available resources, imaginatively incorporating natural objects, recycled materials and up-to-date technology to create motivating environments for children to explore. The integrating of children's current interests from home and skilful support from staff has a direct impact on the especially high levels of independence and self-esteem children develop. The nursery has a strong commitment to developing practice and striving for improvement through regular action planning and the use of the self-evaluation process. Staff are supported in furthering their qualifications and training is monitored through regular appraisals. This has resulted in the development of systems to track and support children's progress. The implementation of the Every Child a Talker project has enabled early intervention for children with language delays. Partnerships with appropriate professionals are being continuously strengthened to enable staff to support children's individual needs in conjunction with other settings.

Parents are encouraged from the start of their children's time in nursery to share information about their routines, needs and interests with staff. For example, all rooms have places where parents can add notes about what their children have been doing at home. This means staff get to know individual children and their families very well. Information about children's learning and development and their progress reviews are shared with parents at regular coffee mornings. Newsletters and leaflets provide parents with information about what their children are learning and experiencing. They are encouraged to collect and bring in items to the nursery, such as junk materials, which promotes involvement with their children's learning. However, information and ideas about how they can help support their children's learning at home is not consistently provided.

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

Staff have a good knowledge of the Early Years Foundation Stage and plan and evaluate a broad range of interesting learning opportunities. Regular observations

are made and recorded in children's learning journeys. These are used very effectively to plan activities which support children's next steps in learning and enable them to make good progress. Children over two have free-flow access between in and outdoors and staff ably support their choices of play. Language and thinking develop very well as staff engage children in conversations about their interests. For example, they discuss their different family cars whilst playing in the sandpit, recognising colours and shapes. Singing a wide variety of different songs helps develop their language skills and creativity. Children develop good problem-solving skills because adults allow them the time and space to persevere and succeed. For example, they patiently encourage children who are trying to scoop up objects from the water with a drainpipe. Children have varied opportunities to learn about living things as they care for the guinea-pigs or look for 'mini-beasts' outside. Babies enthusiastically explore paint using their hands and bodies. A range of messy and creative experiences such as these, stimulate their senses and interest in the world around them very well.

Children have good opportunities to learn how to keep themselves safe. They learn to lift and move the equipment outdoors safely as they help set out resources. They take part in regular fire drills and have visitors who help them understand about fire, road and sun safety. Healthy lifestyles are promoted very well because children are active outdoors regularly and have opportunities to climb and run. Healthy snacks and meals are prepared on the premises. Children talk about healthy eating as they take part in cooking activities. Tooth-brushing and hand-washing routines are followed carefully and independently which helps them develop good hygiene practices.

Children show a fantastic level of independence within the nursery. They manage their own boots and coats as they move between indoors and outdoors freely. Very young children know to fetch the brush and dustpan and confidently sweep up the sand they have spilt. At lunchtimes children are actively involved in serving themselves vegetables and pouring out water. Children develop technological skills very well as they use the new tablet computer confidently to draw and complete educational programs. They take part in a range of activities celebrating different cultures, such as making 'moon cakes' for the Chinese New Year. There is a good selection of images of different ages and types of people in the setting which helps children become familiar with diversity. Transition information is shared with several schools and visits arranged, where possible, so that children have a good start in their future learning.

## 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	1
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	1
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