

# Sunny Bright Day Nursery

Inspection report for early years provision

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**Inspector** Melanie Arnold

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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*.

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## Description of the setting

Sunny Bright Day Nursery is a privately owned nursery in the Sprotbrough area of Doncaster. The premises are self-contained and accessible, consisting of three main rooms where children are cared for according to their age and abilities. There are also kitchen facilities, toilets and an office available for use, along with a fully enclosed outside play area. Children come from the local and wider community.

The nursery opens Monday to Friday from 8am to 6pm all year round, closing only for public holidays. A maximum of 41 children in the early years age range may attend at any one time and there are currently 108 children on roll who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and follows an approach in line with the HighScope educational philosophy.

The nursery employs 17 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, two hold level 4, 12 hold level 3 and one holds level 2. One member of staff is working towards a degree in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic, caring staff team provide an outstanding provision where all children thrive. Staff engage and create highly effective purposeful learning experiences to ensure every child achieves to their full potential. Excellent partnership working in the wider context promotes the inclusion of all children, with staff fully respecting and valuing children's individuality. Utmost priority is given to ensuring the promotion of children's welfare, with robust procedures in place to safeguard them from potential harm. The nursery has continued to develop their service since the last inspection, significantly enhancing outcomes for children. They are committed to making continuous improvements, using a highly effective process of self-evaluation to monitor their practice and procedures in all areas.

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

To further improve the high quality early years provision the registered person should consider:

- ensuring the use of language and questioning techniques is embedded in staff's practice throughout the nursery
- increasing opportunities for older children to develop greater independence at meal times.

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

Space and resources are organised extremely well, creating an accessible, welcoming environment where all children thrive. Children show a strong sense of security as they feel safe and well cared for by the dedicated staff team. Highly comprehensive systems are in place and used exceptionally well by staff to protect children's health and safety. For example, excellent deployment of staff ensures the constant supervision of children and thorough risk assessment procedures ensure potential hazards are identified and minimised. The implementation of robust recruitment, vetting and induction procedures, along with staff's clear knowledge of child protection, further safeguards children from potential harm. Children are very happy and make excellent progress in their learning and development as they engage in purposeful learning experiences delivered through indoor and outdoor play.

The nursery effectively and actively promotes equality of opportunity, ensuring the inclusion of all children. They are highly successful in taking steps to close identified gaps in children's achievements, ensuring every child achieves to their full potential. Children's individual needs are exceptionally well met because staff work extremely closely with parents, carers, external agencies and other providers. This ensures every child receives high levels of support at an early stage. The constant exchange of detailed information enables staff to value each child as an individual, providing personalised care and learning in line with their backgrounds and beliefs. Exemplary procedures help to keep parents and carers continually informed about the provision and their children's achievements, well-being and development. For example, a large number of photographs are displayed around the nursery, providing parents with opportunities to see the extensive range of play experiences that their children engage in on a daily basis. Regular workshops are held for parents and carers, providing them with detailed information about the setting's HighScope educational approach. This enables parents to recognise and support their children's continued learning at home. Parent forum meetings and questionnaires provide opportunities for parents to share their views on the service provided. These highly effective systems ensure productive partnerships with parents and carers, resulting in strong levels of engagement with the nursery. Parents are extremely happy with the standard of care and learning provided. They confirm that their children are treated as individuals, receiving an excellent, personalised standard of care.

Exemplary leadership and management creates a dedicated team of highly motivated and skilled practitioners, where everyone works exceptionally well together. All necessary records and documents are in place, fully understood by staff and accurately maintained. These are effectively implemented by the staff team to provide an excellent framework for the care of children. Improvements made since the last inspection have further enhanced children's experiences and the motivated staff team have high aspirations for the continued future development of the nursery. Rigorous and extensive monitoring of the provision, which involves the views of all users, results in the clear identification of targets for

further improvement. This enables the nursery to maintain an outstanding provision.

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

Children show high levels of security and confidence throughout the nursery. Their individual health, physical and dietary needs are exceptionally well met by the caring, skilled staff team. Children's well-being is fully protected and promoted through the nursery's extensive policies and procedures. For example, an illness and exclusion policy ensures children do not attend when they are suffering from a contagious illness, and the implementation of highly effective hygiene routines contributes to the minimisation of cross-infection. Children engage in free-flow play opportunities between inside and outside play, allowing them to make their own choices. Children's awareness of health and safety is exceptionally well promoted through discussion, regular events and people visiting the setting. For example, visits by the police and fire services promote their awareness of fire safety, stranger danger and road safety. Visits from the environmental health department help children to develop their awareness of the importance of how to wash their hands properly and the reasons for this. These visits enhance children's learning by providing them with quality first-hand experiences that promote their natural curiosity as learners. Children benefit from nutritious meals and snacks which meet their dietary requirements. Younger children's independence is promoted at meal times as they are encouraged to feed themselves, while older children learn to pour their own drinks. At the present time, staff have yet to further develop their systems to increase opportunities for older children to increase their independence at meal times.

Children are developing into confident, self-assured individuals because staff act as positive role models. Children's behaviour is extremely good because they are fully stimulated and engaged in purposeful play experiences. They are also skilfully encouraged to solve problems for themselves, with staff offering assistance and support when needed. This contributes to children developing social skills as they learn to interact and play cooperatively with their peers. Children learn about differences and diversity through their play and an interesting range of planned activities, which helps them to develop respect for themselves and to value the uniqueness of others. Children's care and learning are significantly enhanced through staff engaging in play with them.

Children make excellent progress in their learning and development. Highly effective planning, observation and assessment systems effectively monitor children's progress and identify and plan for their next steps in learning. Children's independence, curiosity and imagination are actively promoted as they engage in an interesting, stimulating range of play experiences planned in line with their interests and developmental needs. All children are beginning to develop early skills as they explore their surroundings with increasing interest, becoming active and inquisitive learners. Babies have great fun using their senses as they explore and play with a range of materials. Older babies touch and feel the material for themselves, whilst staff support younger babies by gently moving the material

across their hands and face so that they can feel the different textures. Children throughout the nursery have access to a good range of information and communication technology resources, providing them with opportunities to develop their skills. All children's learning is significantly enhanced by a skilled staff team. The nursery plans to ensure all staff are fully confident with their individual approach so that children's learning experiences are significantly enhanced through exceptional questioning techniques that are embedded in practice throughout the nursery.

Children are developing into confident and competent communicators as staff encourage them to make their own decisions and choices during play. For example, in line with the HighScope educational approach, children from the age of two are encouraged to participate in plan, do and review discussions. This is where children choose the activity they would like to engage in. They then go and do their chosen activity before returning to the group to review what they have done. This significantly enhances children's communication skills from a young age. During activities, the skilful questioning of staff enables children's learning to be promoted in many different areas of learning. For example, when playing with play dough, children use their imagination as they design and create a range of different items. One child makes a car and staff ask the child 'how many wheels will you need?' During outside play a child expresses they would like to act out a favourite story. A member of staff engages in play with the child, encouraging them to recall the story from memory by asking what happens next. The exceptional organisation and skill of staff creates rich, varied and imaginative experiences that meet the needs of all children exceedingly well.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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