

# Sunny Day Nursery

62 West Street, Bridport, Dorset, DT6 3QP

## Inspection date

19/11/2012

Previous inspection date

08/10/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- There is a strong management structure within this group of nurseries. As a result, there are robust procedures for the recruitment, appraisal and training of staff. This helps ensure suitably qualified staff care for children and keep them safe and secure
- Management and staff are enthusiastic in their care of children and keen to provide them with positive experiences. They use a range of methods to help review their practice and the environment and draw up action plans for improvement. Consequently, children benefit from the changes made
- Staff develop positive relationships with parents which benefit children. Staff spend time sharing information with parents and they welcome the feedback they receive.

### It is not yet good because

- The premises are not secure. The entrance is secured with a lock but the self-closing door does not always close securely. This means unauthorised individuals can open the door and enter the building. This presents a risk to children's safety
- Children's next steps for learning across all seven areas of learning are not clearly identified and planned for. Although, staff do plan activities in response to children's interests and make observations of their achievements
- Staff do not always consider how they can make the most of planned and incidental opportunities to extend independence and learning, particularly with children who are learning English as an additional language.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed younger and older pre-school children in the upstairs and downstairs play areas and outdoors.
  - The inspector completed a joint observation with the manager of the provision outdoors
  - The inspector spoke with parents, staff and children, and held meetings with the registered person and the manager of the nursery
  - The inspector examined documentation including a representative sample of children's records, planning and regulatory documentation
- The inspector took account of the view of parents spoken to on the day, information included in the nursery's own parent survey, feedback from the local authority and self-evaluation documents.

## Inspector

Marilyn Joy

## Full Report

### Information about the setting

Sunny Day Nursery is privately owned, and is part of a chain of three local day nurseries based in Dorset. This nursery registered in 2004. It operates from two floors of a converted building, situated in the centre of Bridport in Dorset. The nursery is divided into two age groups with children aged from three months to two and a half years using upstairs rooms and pre-school children using downstairs. There are additional rooms available for eating and for physical play. There is an enclosed area at the rear of the property for outdoor play. The nursery is open each weekday from 8am until 6pm all year round. There are currently 70 children in the early years age group on roll. The nursery is registered to provide free nursery education to children aged two, three and four years. There are 11 members of staff and two volunteers working in the nursery. There is one member of staff with an early years qualification at level 4; seven member of staff with a qualification at level 3; two with a qualification at level 2 and two unqualified members of staff. There are four members of staff who are currently training.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children are kept safe at all times; make sure that the premises are secure and unauthorised persons are not able to enter the premises
- develop the educational programme by: using existing observations more effectively to shape learning experiences for each child and :reviewing activities and adult involvement to ensure children are fully challenged and their learning extended, for example, by using open questions with many possible answers.

#### To further improve the quality of the early years provision the provider should:

- use pictures, books, real objects and signs alongside words to extend children's understanding, particularly when learning English as an additional language, and use practical experiences to encourage children to ask and respond to questions
- extend children's increasing independence by reviewing the organisation of mealtimes so that all children are more involved, such as laying the table, working

out how many plates they need, finding their own place setting or serving themselves.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are happy and settled at the nursery. They benefit from the effective settling-in arrangements that staff plan with parents. Children attend for short visits to help them become familiar with a new environment when they first attend and move into the pre-school unit. Parents complete an 'All about me' form to help staff get to know their child and this is updated for the new key person when children move into the older age group. Staff spend time sharing information with parents and encourage them to contribute to their child's learning by sharing details of their achievements and experiences at home. Staff value parents input and display their comments.

Staff encourage children of all ages to explore a good range of different materials. This fosters their creativity and curiosity. For example, babies investigate shredded paper, plant conkers in soil and build towers with different size blocks. Older children experiment with cornflour and water, use different paint techniques and create their own firework pictures. Children develop their hand and eye coordination as they learn how to use brushes, scissors and construction kits to create the effect they want. Most children enjoy listening to stories and often join in with responses. Staff use number and action songs to encourage simple counting and problem solving. Children learn to play cooperatively in the role-play area and share the toys. Staff encourage their conversations and talk about what they are doing such as, who might wear the florescent jacket. They encourage children's mark-making by suggesting they might need to write a shopping list. The nursery is set up with different areas so that children of all ages can choose what they want to do and select resources from the wide range available. This supports their growing independence and confidence in organising themselves, although, staff do not always develop this during regular routines, such as mealtimes. Staff introduce themes and topical events to broaden children's awareness and knowledge of the world around them. They use books to talk about feelings and new experiences such as, going to the dentist. Children experience a wide variety of activities and make steady progress in their learning and development. Overall, they gain the skills they need for starting school. Children are interested in learning and are confident. Staff observe what interests the children and plan activities the following week in response to these. For example, they use a child's interest in aeroplanes to learn about other things that fly and wash dollies because a child always brings a doll from home. Staff complete some clear and measurable observations of what children can do. They use these to develop records of children's learning which they share with parents, although, at present, these are not completely up-to-date. This is because staff are in the process of introducing a new system throughout the nursery to monitor and record children achievements. However, the system does not identify children's next steps in all areas of learning or link closely with the system for weekly planning. This means it is not clear how they are supporting children's progress in all areas. Staff do not always consider what they want children to learn when planning activities or how they will

challenge individual children. For example, they do not organise the resources they will need beforehand or consider the types of questions that may challenge children's thinking that they may ask. Likewise, staff do not always take advantage of children's spontaneous interests as they arise and extend their language skills, particularly with children who are learning English as an additional language. For example, by introducing words associated with the animals they are playing with or linking the number puzzle they found when they are counting. Staff ask parents to share words in their home language to help them recognise words if children use them. However, they have not yet considered how they can extend this further with books or displays to help raise all children's awareness of languages other than English. Staff liaise with parents and other professionals, such as portage and speech therapists, to help them support children who require additional help.

### **The contribution of the early years provision to the well-being of children**

Children play happily in the nursery due to the positive relationships they develop with staff. Babies benefit from cuddles and support from their key person. Staff liaise with parents so they can establish regular routines for eating, sleeping and play. As children become more mobile they quickly learn how to manage the steps in the playroom and go up and down safely. Staff are ready to help as needed. Older children move around freely between indoors and outdoors choosing what they want to do. The covered outdoor play area means they can enjoy fresh air whatever the weather. Staff help children think about what they might need to wear to make sure they stay warm. They become interested in their play and benefit from staff joining in. Staff take a consistent approach in their expectations for children's behaviour. They give children clear guidance and consequently children behave well.

Children become increasingly competent in managing tasks for themselves and in their personal care. The provision of low-level equipment and step stools means children can reach the basin to wash their hands. Staff help them understand the importance of healthy lifestyle and routines. Consequently, children confidently explain they need to wash their hands to get rid of germs. Staff follow appropriate nappy changing routines and regularly change younger children to make sure they remain comfortable. They also respond to parent's specific requests and change nappies as often as they wish.

Staff are fully aware of children's individual dietary requirements and make sure the daily menu complies with them. However, lunchtimes are not always organised effectively. Staff do not take full advantage of potential learning opportunities and encourage children to help. For example, by laying the table, working out how many places they need or finding their name so they know where to sit. Older children are encouraged to serve themselves, but because the spoon is large this makes it more difficult for them to manage. Staff are ready to help where needed. Drinks are available throughout the day and children are encouraged to help themselves.

Children have good opportunities to develop their physical skills because there is a range

of resources suitable for all ages. Younger children have their own play area in the garden where they can learn to climb, slide and crawl around safely. Older children extend their skills when using more challenging and larger equipment. Indoors there is a soft play area where children can be active and energetic whatever the weather. Children learn about using resources safely because staff introduce safe practices as they play. Children enjoy their pre-school experiences and this helps them get ready for school. Staff liaise with schools children attend and agree arrangements for helping achieve a smooth transition into school.

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

The nursery is part of a small nursery chain and is supported by a strong management team. They have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They implement robust recruitment and employment systems to help ensure staff are suitable and competent to work with children. They support the professional development of staff through performance management systems, training and mentoring. Generally staff have a sound understanding of their roles and responsibilities to keep children safe and promote their health, welfare and learning. Management are responsible for ensuring the safety of the premises alongside daily safety checks conducted by staff. Staff supervise children at all times and systems are in place to make sure that they are protected from unvetted visitors. Staff have responsibility for managing the security of the premises. The entrance door has a lock. Parents and visitors have to press a buzzer to enter and staff deactivate the lock if they are known to them. Otherwise they open the door in person and check their identification before allowing them to enter. However, the door has a self-closing mechanism, which is not always effective and results in the door not locking. This means unauthorised persons can enter the premises. This is a breach of the welfare requirements of the Early Years Foundation Stage and puts children at risk. Staff have a sound understanding of child protection issues and know what to do if they have concerns about a child in their care. There is a clear policy for them to follow and they also attend training.

Management use a variety of methods to assess the effectiveness of their provision. They use feedback from the local authority and their own internal evaluation processes to help them identify areas for improvement. They draw up clear action plans to help them implement change and, consequently, outcomes for children improve. It was identified that evacuation drills were not being carried out regularly to ensure staff and children know what to do in an emergency. As a result, the manager has increased the frequency and this helps children and staff familiarise themselves with the procedure. Staff have also made some improvements to the role-play area following feedback from the local authority and children enjoy using the new resources. The manager recognises that staff are not yet confident with the new systems for planning and assessing children's learning and the impact this has. She is seeking further training. Management are aware of most areas where they can improve their practice and are taking steps to address these.

Staff and management develop positive relationships with parents. They provide them with a wide range of information about the nursery and the care and learning their children receive. Staff spend time chatting to parents and exchanging information at the beginning and the end of the day. Parents are extremely positive in their feedback. They comment on the welcoming environment and the approachability of staff, how much their children like attending and how settled they are. Staff liaise with other professionals so that appropriate support can be secured for children who need it. However, some children's records do not clearly reflect what they can do. This makes it more difficult to assess specific areas where additional support is needed. Staff are continuing to develop methods of sharing information with other settings children attend.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for



	registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY268636
<b>Local authority</b>	Dorset
<b>Inspection number</b>	887312
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	76
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Sunny Day Nurseries Ltd
<b>Date of previous inspection</b>	08/10/2009
<b>Telephone number</b>	01308 423672

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years



Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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