

# Sunshine Corner Day Nursery

Abundant Life Church, Back Street, Lakenheath, Brandon, Suffolk, IP27 9HF

<b>Inspection date</b>	17/12/2012
Previous inspection date	18/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children's interests and learning needs are fully supported as the weekly plans show that all seven areas of learning are included and a mix of adult and child-initiated activities are provided.
- Planning is effective to ensure the range of activities and resources offer a balance across the seven areas of learning. Observation and assessment of children are being used well to plan for the next steps in their learning.
- Children have opportunities for free play to pursue their own interests to meet their individual needs; they are supported by staff with appropriate questioning and support.
- There are effective procedures in place for regular reviews of the nursery's self-evaluation to promote continuous improvement and staff are fully supported in their continued professional development for the benefit of children.

### It is not yet outstanding because

- Children are not always fully supervised or supported at snack and meal times to ensure that they can learn good table manners and remain seated when eating, to promote their well-being.

## 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 activities in ground floor main playroom and outside area.
- The inspector took in account the views of several parents spoken to on the day.
- The inspector looked at the planning, policies, staff and children's records and discussed the procedures for self-evaluation.
- The inspector had discussions with the manager and also took into account the views of staff and children spoken to on the day.

## Inspector

Debbie Kerry

## Full Report

### Information about the setting

Sunshine Corner Day Nursery was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Abundant Life Church in Lakenheath, Suffolk. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 4pm, with the exception of public holidays and for two weeks over Christmas. It serves the town and families from the local air bases and surrounding villages. It is administered by the church. Children attend for a variety of sessions. There are currently 30 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery receives support from the local authority.

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

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

- review the organisation and supervision of group snack and meal times, to ensure every child understand the rules, is aware of boundaries and knows why they are there and what they are intended to achieve.

### **Inspection judgements**

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

Staff provide support, which is tailored to children's level of development, to promote their progress in the prime and specific areas of learning. They ask children questions to help extend their thinking skills and allow children to work at their own pace as they explore and investigate resources. The layout of resources and equipment enables children to move around freely and they can access the outside play area at any time, fully supervised by staff. Displays of children's art and craft work create a bright and stimulating environment that is welcoming to children.

Children's dexterity is supported as they use brushes to paint and chalks to draw. They experiment with shaving foam by making shapes and patterns, which helps them to understand that marks have meaning and enables them to be creative. Children are supported by staff when they count how many plates are needed for each child at lunch time. They develop their understanding of size and shape when they complete puzzles, encouraged by staff who support their learning by talking about size, using words such as 'big' and 'little'. They listen attentively to stories read by the staff. They repeat words that rhyme and join in with singing songs that they have learned, interacting with staff and chatting freely with them.

Children learn about the act of giving at Christmas and use their creative skills to make sparkly boxes using glitter and glue, as presents for their parents and carers. Children also learn about other countries, cultures and beliefs through a range of topics and activities. They learn about the houses in which others live and the type of clothes that may be worn by people in other countries, where the climate is different to their own. They taste a range of multicultural food and celebrate other cultural festivals as well as taking part in annual activities, such as Bonfire Night and celebrating Harvest Festival.

Parents complete an 'all about me' form when their child begins at nursery, in order to share information about what their children can do and their child's starting points. Staff use this information to provide a range activities to engage and capture children's interests and undertake regular observations of children as they play. This information is added to their learning journal records and used to inform the weekly plans, so that children are provided with challenge and support for their progress. Staff involve parents in their children's learning and are available to talk to parents about their children's progress at any time. Staff make sure that children's learning journey records are available for parents to see and contribute to at any time.

The seven areas of learning within the Early Years Foundation Stage and the next steps in children's learning are clearly identified and reflected in their learning journey records and the planning. Staff plan separate activities for children under two, to ensure that these are aimed at an appropriate level for their individual developmental needs. The adult-focused activities are evaluated to ensure that the learning intentions are achieved and so that any further learning opportunities can be identified and included in future plans. This also ensures that all children's learning needs are fully supported. Staff monitor the activities provided to ensure that children receive a balanced range to support their progress in their learning and development.

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

Children are provided with a range of foods for snack, which helps to promote their good health. For example, they have cheese and crackers, with apple, pear and bread sticks, and milk or water to drink. Any allergy and dietary requirements are recorded and displayed in the kitchen to ensure that all staff are made aware any concerns so that children's health and well-being can be fully supported. Children enjoy regular outside play and access a range of large equipment to support their physical development. They climb, balance and ride on bikes, cars and scooters; they also run around and crawl. This helps them to learn about keeping active through exercise and gives them regular access to fresh air to promote their health.

The staff have developed close relationships with other early years settings the children also attend. Information on children's progress is regularly discussed and exchanged to ensure that children's learning is fully supported. Teachers from the local primary school visit the nursery to get to know children before they start full-time education and staff ensure that their learning journey records are passed on, so that all relevant information is known to school staff to help children to settle easily into their new setting.

The nursery uses two rooms within the premises, depending on the number of children attending. A selection of resources and equipment is easily accessible and presented to enable children to develop independence and to make decisions and choose what they wish to do. There is a good balance of child-initiated play and adult-led activities. However, at meal times children are not always fully supervised or supported, which means that they are not made aware of the boundaries of sitting when eating and why these are in place. This results in some children becoming restless, playing and not eating their lunch.

Children's self-esteem and confidence are promoted as staff provide positive praise for their efforts. Children are learning to share and to take turns with resources; they play board games with staff and know that they must wait for their turn. Children are developing good self-care skills as they can manage their own toileting needs independently. There are established routines for personal hygiene and washing hands before eating, which help children to learn how to promote their own health. Children are offered support and reassurance from staff to help them to settle when they start, and as a result they develop secure relationships with their key person. Children interact well together as they seek out other children to play games with and join in with their chosen activities.

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

Staff have a good understanding on local safeguarding children procedures; they have attended training and there are clear policies and procedures in place to support staff should they have any concerns about a child's welfare. Local contact numbers and referral procedures are displayed on the notice board; this ensures that they are easily accessible. The nursery has a range of policies and procedures in place to support its operation; these are being reviewed in line with the implementation of the revised Statutory Framework for the Early Years Foundation Stage to ensure that they accurately reflect practice.

The staff have sought support from the local authority with undertaking a review of their practice and are in the process of updating their self-evaluation. This shows that the staff are keen to identify areas for development for continuous improvement to benefit children's learning. The planning for children's learning has been looked at and as part of their self-review, staff now get together each week to update children's learning journey records and to plan for the next steps in their learning. In addition, clear storage units have been purchased, which allow children to see the resources and enable them to make choices in what they select to play with, promoting their independence.

Staff are supported with their continued professional development and attend additional training to extend their knowledge and for the benefit of children. Questionnaires have been sent out to parents to gain their feedback on the nursery's practice, to ensure that their views are taken into account. Parents have access to the nursery's policies and procedures and are further informed about events celebrated in the nursery through the notice board. The staff have developed close relationships with parents. They have opportunities to provide feedback to staff when they bring their child for their session or at

the end of the day. Parents speak highly of the staff and are pleased with how their children have settled and the progress they have made.

### 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>	251800
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	891138
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Sunshine Corner Day Nursery
<b>Date of previous inspection</b>	18/11/2009
<b>Telephone number</b>	01842 862646

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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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