

Sunshine Day Nursery

151 Eastern Road, Brighton, East Sussex, BN2 0AG

Inspection date

11/01/2013

Previous inspection date

05/10/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 arrive at the nursery happy and keen to start their day. This is because they feel secure, due to the strong bond between them and the staff team.
- The nursery offers a wide range of activities, which help children to learn new skills and make good progress in their learning.
- The nursery works in close partnership with parents, carers and other professionals involved with the children. This supports each child's continual learning and wellbeing.
- Staff extend children's language development well, they extend children's vocabulary and help them build up sentences. Furthermore, children with language delay catch up quickly.

It is not yet outstanding because

- Most staff have a secure knowledge and understanding of how to promote children's learning and development. However, there are occasional inconsistencies in the focus on the prime areas of development for those working with babies and toddlers.
- The organisation of some routines, such as meal times, mean that toddlers are not always well occupied.

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.

Inspection activities

- The inspector took account of views of parents spoken to during the inspection.
- The inspector completed joint observations with the manager and the deputy of the provision during a focused activity.
- The inspector held meetings with the manager of the provision and the registered provider.
- The inspector observed interactions between staff and children and activities in all of the playrooms.
- The inspector looked at children's individual profiles, and a selection of relevant policies and procedures.

Inspector

Linda du Preez

Full Report

Information about the setting

Sunshine Nursery was re-registered in 2006 due to a change in ownership, but has been established since 1996. It is privately owned by a company and operates from converted premises in the Kemptown area of Brighton and Hove. The ground floor of the main building has two large play rooms. The first floor provides two large playrooms with a conservatory and an office. There is an attached outdoor area, which has been recently

expanded to offer more opportunities for outside learning. The nursery has an adjacent building comprising of a large playroom, kitchen, with a laundry and staff room. There is also a large enclosed outdoor play area on the ground floor. The nursery has suitable adult and child toilet facilities throughout all areas. The nursery is accessed by a flight of steps up to the front door. The nursery is open Monday to Friday from 8am to 6pm all year, except bank holidays. The nursery is registered on the Early Years Register and currently has 109 children on roll, from four months to five years old. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding for early education for children age two, three and four years. The nursery employs 20 members of staff, including the manager, 17 have early years qualifications, and one member of staff has Early Years Professional Status.

What the setting needs to do to improve further

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

- improve the organisation of snack time by reducing the length of time younger children have to wait before eating, for example, by singing with children to keep them engaged and interested.
- strengthen systems to monitor and support staff to ensure the quality of teaching is consistent, with particular regard to the youngest children.

Inspection judgements

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

Children make good progress at this stimulating nursery as staff plan exciting learning experiences that help each progress in their learning and development. Staff get to know the children well as they settle in by finding out important information about their background, character and stages in their development. They continue this good practice by making useful observations of children's learning, and record their achievements to plan for the next steps in their learning. Staff keep parents informed of their child's progress by sharing information during meetings and discussions. This means that the nursery has a consistent approach to enhancing continuity in children's learning and progress.

Babies are keen to explore and investigate; for example, they crawl around the room selecting a variety of toys that staff place in easy reach to support their choices. Most staff

have a good understanding of supporting young children's early development by focusing on the key skills and capacities all children need to develop and learn effectively. However, some staff are less experienced. For example, when playing with babies, a member of staff focuses on mathematical skills, rather than physical or personal, social and emotional development. Staff consistently support young children's emerging language and communication skills throughout the daily routine. For example, they show younger children how to pronounce or use words. They respond and repeat what they say in the clear and correct way, while encouraging them with praise and encouragement when they talk. Consequently, children hear how sentences are structured and words are pronounced. In addition, they feel valued due to the high level of encouragement they receive. Staff show a lot of interest in what older children have to say and help them to think further by asking them lots of questions to encourage them to share their ideas and thoughts. As a result, children are confident communicators and respond enthusiastically. For example, they have the self-confidence to introduce themselves to visitors and confidently explain what they enjoy doing at the nursery. Older children enthusiastically join in with group discussions. They talk about the days of the week, seasons and weather; this extends their learning, and develops their understanding of the wider world. Where children are learning to speak English as an additional language, staff focus on their communication and language skills so that they progress rapidly towards expected levels of progress.

Children are able to express themselves in a wide variety of ways. For example, they enjoy using musical instruments, singing, drawing, painting a variety of art activities. Children have fun as they play and engage in the well-planned range of activities. They enjoy using their imaginations through a variety of role-play activities. For example, they pretend to be hairdressers styling each other's hair as they share ideas and thoughts.

Children have many opportunities to join in with indoor and outdoor activities, which help them to develop valuable skills to prepare them for school. For example, they enjoy painting, drawing and writing to foster their early writing skills. They enjoy a wide range of mathematical experiences. Staff encourage children to use mathematical thinking in a natural way throughout their play. For example, they sing number songs and encourage children to think about sizes and quantities of objects. Children respond by thinking mathematically, counting out, and comparing groups. The nursery staff provide a good balance between adult-led and child-initiated activities. This means that children are able to try things out for themselves, but also receive high levels of support and encouragement when needed.

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

The nursery is highly organised and has a calm and welcoming atmosphere. All children form trusting relationships with staff, because staff are committed to getting to know individual families before children start and as they settle into the nursery. They do this through the effective 'key person' system, which helps them to get to know children's individual routines, likes and stages of development. Staff monitor children's health and development and maintain good records and documentation to support children's well-

being. The settling in process is repeated as children progress from one age group to another. Parents comment on how much they appreciate the caring approach staff have to making children feel secure and happy.

Staff are attentive to babies needs and support them with lots of cuddles and gentle communication. They have very good procedures for changing nappies and attending to their care needs. They arrange the baby room so that babies have plenty of space to explore, crawl and walk around. This supports babies' physical skills. Babies show that they are secure and happy as they babble and gurgle to communicate their needs through gesture and sounds and staff are always attentive and caring.

Toddlers are very enthusiastic as they play and explore the many exciting activities on offer. Staff provide exciting equipment indoors and outside to support toddler's physical skills. For example, they provide them with climbing resources in the playrooms and toddlers delight in climbing up and developing their balance and coordination running down slopes. Younger children are developing an understanding of their own health and wellbeing. Older children know to wash their hands before eating as staff reinforce the importance of hygiene during discussions. Meals are planned to be healthy and nutritious. Staff ensure that water is always available for children in their own named drinks bottles and have good systems in place which take into account all children's individual dietary and medical needs.

Staff are very respectful of children and use excellent strategies to explain the routines of the day. For example, they use visual timetables and sand timers to support children in understanding the routine and expectations. As a result, children are very extremely secure and self-confident. They behave extremely well, share, and collaborate with each other during their play. The nursery generally has routines, which are flexible and meet children's individual needs. However, the snack time routine for toddlers is less effective, as they have to wait unoccupied. The staff team provide a good balance of support, whilst also enabling children to try things out for themselves. This is effective in developing children's growing sense of confidence and independence.

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

The nursery has a manager and a deputy who are very well organised and receive regular support from an area manager and the registered provider. Management implement clear policies and procedures, which they share with practitioners, visitors and parents. Consequently, the nursery runs smoothly and everyone is clear about procedures. The registered provider and management team have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They diligently consider all aspects of the nursery premises and routines to maintain a safe and secure environment.

The registered provider, along with the whole nursery team, have a good understanding of the learning and development requirements. Staff assess the children's learning and

development to support their progress across all areas of learning. Management review the planning and observations to check that children progress towards the learning goals and identify any gaps in their learning. They have very good systems in place to seek support and interventions for children with additional needs. The nursery has a good approach to sharing information with other professionals to support continuity in children's care and learning. They work with speech therapists and other agencies to implement strategies to help children to catch up in their learning.

Management spend time in each of the nursery rooms to monitor staff performance. They organise supervision meetings and regular staff meetings. This means the nursery has good systems in place for monitoring and supporting each staff member's training and professional development. However, some staff working with babies have less experience in promoting the prime areas of learning.

The management team is extremely reflective and evaluates the provision well to identify anything that they could improve. Consequently, the nursery has met all recommendations from previous inspections. As a result, children benefit from the high quality resources in the redeveloped and redecorated outdoor area. This means that the nursery provides quality experiences and activities both inside and outside, which enhances children's learning.

Relationships between parents and staff are extremely positive. Parents say that they have no concerns about the provision and staff make it very clear to parents how to raise concerns should the needs arise. Parents welcome information about younger children's experiences throughout the day, through detailed contact books. All parents benefit from regular meetings with key persons to discuss their child's developmental progress and share learning priorities. Parents say that they find the nursery staff to be very caring and supportive. These positive interactions and relationships help children to feel safe and secure within the nursery environment.

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

Unique reference number	EY343822
Local authority	Brighton & Hove
Inspection number	900766
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	109
Name of provider	Sunshine Day Care Limited
Date of previous inspection	05/10/2010
Telephone number	01273 680 280

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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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