

Sunny Day Nursery

62 West Street, Bridport, Dorset, DT6 3QP

Inspection date

22/02/2013

Previous inspection date

19/11/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not implement the safeguarding policies and procedures consistently to safeguard children, which is a breach of a legal requirement.
- The register is not accurately maintained to reflect the exact times of children's attendances, which is a breach of a legal requirement.
- The environment is welcoming to children; however, an adequate temperature is not maintained at all times and children become cold.
- The systems to monitor the educational programmes across the nursery are inconsistent.
- Children's understanding of hygiene practices is not promoted consistently across the nursery to support their health and well-being.
- Staff do not fully monitor the condition of resources to support children's health and safety.

It has the following strengths

- Staff are welcoming and develop positive relationships with parents and carers.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 inspectors spoke to staff and management while taking into account the needs of the children.
- The inspectors took part in ongoing discussions with the manager throughout the day, keeping her notified of their findings.
- The inspectors observed activities in the baby and toddler room and pre-school rooms at different times during the day.
- The lead inspector completed a joint observation with the manager in the baby and toddler room which identified emerging weaknesses.
- The inspectors spoke to some parents as they dropped off and collected their children.

Inspector

Maria Lumley and Lorraine Sparey

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 75 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. The nursery supports children who learn English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 9 members of staff and two volunteers working in the nursery. There is one member of staff with an early years qualification at level 4; five members of staff with a qualification at level 3; two with a qualification at level 2 and one unqualified member of staff.

What the setting needs to do to improve further

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

- make sure that all staff implement the safeguarding policy and procedures in line with the guidance and procedures of the relevant Local Safeguarding Children Board
- improve the registration system to make sure that an accurate record of children's times of arrivals are recorded
- ensure that the premises are suitable for use by making sure that the playrooms are heated to an appropriate temperature
- foster a culture of support, teamwork and continuous improvement by improving the monitoring of the learning and development programme to ensure staff practice is consistent in helping all children make good progress towards the early learning goals.

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

- support children's health and self-care by helping them understand the importance of hand washing after using the toilet and blowing their noses to minimise cross infection
- review the systems to make sure that resources are safe, clean and suitable for use.

Inspection judgements

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

The progress children make in their learning and development is inconsistent. Some children are making steady progress and staff demonstrate adequate knowledge of their individual learning needs. For example, children in the pre-school room build with blocks. The member of staff offers support and extends children's thinking by introducing discussions about colour, size and shape. However, in the baby and toddler room staff do not involve all children in activities. Some children sit and observe but are not encouraged to join in, for example, during a painting activity. Therefore, children's experiences are varied and there is no effective system to make sure all children are making steady progress. There are systems in place to gather information from parents about children's starting points when they commence at the nursery. Staff carry out observations of children, and these along with photographs and examples of work are collated into children's 'My Book'. Parents are encouraged to share children's progress at home using

the nursery's star card system. Some staff have recently started completing the two-year progress report. They are beginning to involve parents in this process. Staff liaise with other early years settings and professionals to support children's learning.

Children's language and communication varies throughout the nursery. At times, staff read a story to a group of children in the pre-school room. They hold the book up so that all children have a good view. Staff read the book slowly giving the children time to interact with the story. The book introduces new vocabulary such as 'spear and moat', which are explained. However, in the baby and toddler room children play with the role-play area, investigating different fruit and vegetables. Staff do not name the play foods to support children's language. Staff support children learning English as an additional language by asking parents for key words. These are recorded in children's 'My Book' to enable all staff to be aware. Staff do not always engage all the children sufficiently to enable them to become confident and independent learners. For example, at times staff serve breakfast and do not encourage children to develop their independence, even though they are capable of doing so. These inconsistencies do not fully prepare children for the next stage in their learning.

Children are developing friendships and look forward to meeting up at nursery. A child is disappointed when a member of staff explains their friend is not coming in today. Children receive varied levels of interaction from staff. For example, some children in the baby and toddler unit wander aimlessly. They play with the water taps because they are not sufficiently challenged or engaged. At times staff follow children's interest. For example, a child plays in the garden boat and speaks about going to Africa and the South Pole. Staff provide a map for them to explore different countries. This instigates a topic about the world, resulting with a display on the wall with children's drawings of the London eye, the Great Wall of China, the Statue of Liberty and the Taj Mahal.

Toddlers are developing their physical skills as they build with foam blocks. Children squat down to lift them and balance the blocks to form towers. They enjoy kicking down the construction. Older children enjoy fresh air and exercise in the outdoor play area.

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

Children have some opportunities to support their understanding of keeping themselves safe. For example, staff remind them to put all four chair legs on the floor to avoid falls. Children do not consistently follow effective hygiene routines; they frequently do not wash their hands after toileting. Many children have runny noses; this is not always noticed by staff. In addition, staff do not always monitor toddler's actions. As a result, staff are unaware when a child puts a wellington boots in their mouth. Consequently, children's health is not well supported. Children access drinks throughout the nursery. Babies and toddlers identify their coloured beakers and children in the pre-school help themselves to water from the drink station.

At times children's personal, social and emotional development is well supported. For example, older children manage their behaviour negotiating with others regarding sharing

resources. Staff remind younger children about 'kind hands' to develop their understanding of the differences between right and wrong. Children have developed relationships with their key person to help them feel secure. Staff talk to children about their families, for example the anticipation of a new sibling. At nappy changing times, staff make eye contact with the children helping them feel relaxed.

There is a range of accessible resources throughout the nursery to support children's all round development. Staff update the provision with new books and play activities. The space in the nursery provides children with different play and learning opportunities. For example, the outdoor and soft play area. However, at times these areas are not utilised due to the inadequate temperature in parts of the nursery. A visiting adult identifies that toddlers hands and feet are very cold. In the pre-school, some children sit on the lino floor to practise early writing skills. Their play is static and they soon become cold and move off losing focus. This limits children's ability to become confident and engaged learners and prepare for the next stage in their learning.

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

The systems to safeguard children and promote the welfare requirements are not effective. Most staff have attended safeguarding training and demonstrate, through discussion a suitable understanding of child protection issues. However, staff do not follow the setting's policy and procedures to safeguard children. For example, they are not robust in their approach to following the safeguarding policy that reflects the Local Safeguarding Children's Board procedures. In addition, some of the required documentation is not completed accurately, such as the register of children's attendance. These are breaches of the safeguarding and welfare requirements and put children's safety and welfare at risk. The provider does not meet the requirements of the Childcare Register.

Staff demonstrate an appropriate knowledge and understanding of how to keep children safe and secure in the nursery. The keypad entry system effectively controls who enters the building. Safety measures such as the handrail support children as they move between the ground and first floor units. However, the risk assessment does not identify broken and dirty resources, therefore children's health and safety is not always fully supported. The procedures to maintain the rooms at a suitable temperature for young children are not effective. Consequently, although the heating is on, the room temperatures are low and children's hands and feet become cold. In addition, parts of the nursery, such as the soft playroom cannot be used due to the low temperatures.

There are systems in place to recruit and check the suitability of staff. As part of these procedures every member of staff has an enhanced Criminal Records Bureau check. There is a detailed induction and appraisal system to help management and staff identify strengths and areas for development. Staff are given numerous opportunities to attend childcare related courses. However, management do not monitor how staff implement their new skills and knowledge to ensure practice is consistent across the nursery.

Staff manage children's behaviour appropriately. They have attended behaviour management and manual handling training to enable them to deal with challenging behaviour. Staff use strategies such as discussion and distraction to manage any negative behaviour.

There are systems in place to monitor and evaluate aspects of the nursery. For example, parents share their feedback on the provision via questionnaires. In addition, management contact parents directly by phone to discuss their views. However, management are not successfully monitoring the implementation of the learning and development requirements to make sure staff are consistent across the board.

Staff develop positive partnerships with parents and carers. Parents report that their children are happy and settled. They state that staff communicate well on issues such as potty training to support children in learning these skills. There are systems in place to share information with other early years providers who ensure a consistent approach.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement the procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) (compulsory part of the Childcare Register)
- implement the procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children)(voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept)(voluntary part of the Childcare Register)

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 action. 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	EY268636
Local authority	Dorset
Inspection number	904004
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	75
Name of provider	Sunny Day Nurseries Ltd
Date of previous inspection	19/11/2012
Telephone number	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, which are usually the childminder's 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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