

Sunnyfields Day Nursery

19 Bromley Grove, Shortlands, Bromley, Kent, BR2 0LP

Inspection date	28/03/2013
Previous inspection date	10/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The passionate leadership and management team demonstrate an exemplary knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Monitoring of all aspects of practice, to inform continuous improvement, is rigorous, leading to exceptional practice.
- Children are exceptionally well protected because the nursery implements comprehensive safeguarding procedures. Robust recruitment procedures, exemplary staff induction and supervision processes are in place. This ensures all staff work exceptionally well as a team and are highly committed to constantly providing the best care that they can.
- Observation and assessment are robust and staff are skilful in planning activities which inspire and motivate children to learn. As a result, children are thriving and make excellent progress in relation to their starting points.

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 inspector observed and spoke to children as they played indoors and outside.
The inspector observed staff in all rooms interacting with children and discussed
- how they deliver the safeguarding and welfare and the learning and development requirements of the EYFS.
- The inspector looked at all required documentation, sampled policies and procedures and an example of children's progress records in each room.
- The inspector took account of the views of parents via discussion, questionnaires and references.
The inspector spoke with the provider and managers to discuss the Ofsted SEF and
- how they monitor the delivery of the EYFS requirements. Joint observations took place with the provider and manager.

Inspector

Sarer Tarling

Full Report

Information about the setting

Sunnyfields Day Nursery opened in 1998. It is one of two nurseries registered to Sunnyfields Day Nurseries Limited. The nursery is located in a detached house in a residential road in Shortlands in the London Borough of Bromley. Two childcare rooms, an office, kitchen and staff room are located on the ground floor. A further childcare room, store and meeting rooms are located on the first floor. A secure garden is available for outdoor play and an outdoor terrace is located on the first floor.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery serves the local and wider community and children attend for a variety of sessions. There are currently 84 children on roll, all of whom are in the early years age range. The nursery is in receipt of nursery education funding for children aged two, three and four and supports a number of children with special educational needs and/or disabilities and those who have English as an additional language. The nursery opens each weekday between 8am and 6pm for 51 weeks a year. The group employs 11 full-time staff. The majority of hold a recognised qualification in childcare or are working toward one. The provider and manager hold the Early Years Professional status and are supernumerary to the staff team. The nursery also has another director, cook and cleaner.

What the setting needs to do to improve further

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

- enhance the inspirational and challenging play opportunities, across all seven areas of learning, for young children in the outdoor environment.

Inspection judgements

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

Highly effective partnerships with parents enable useful information to be shared about children's starting points and interests. This enables staff to plan activities which help individual children to settle. Parents are encouraged to contribute to their child's personal achievement report from the outset which involves them fully in their learning. Regular observations of each child's progress include meaningful contributions from all those involved in their learning. Robust systems for the on-going assessment of children's progress are clear, precise and sharply focused. This enables staff to accurately identify what children need to do next and to plan for their next steps in learning. Exceptional organisation of the learning environment and exemplary interaction by well-qualified,

committed staff enable children to make maximum progress in their learning. Planning embraces the seven areas of learning in both the outdoor and indoor environment. As a result this enables staff to support children in making excellent progress in relation to their starting points.

Babies are motivated by staff to explore and investigate their indoor environment and the wonderful range of resources. They are supported as they become mobile and staff sing songs and rhymes with babies and mimic familiar words, encouraging early speech. Older children immerse themselves in the exploration of using various materials in the completion of their art and craft activities. Children express their own creativity as they paint, cut and stick using a variety of different media and materials. They learn to move to music, dancing with ribbons and playing instruments. Staff change the role-play area frequently to reflect children's first hand experiences and to enable them to engage in imaginative play. Dark dens provide exciting places to explore with torches. Children's enthusiasm is expertly harnessed by staff who engage children in learning about different aspects of science through practical experiences, such as making jelly and observing ice cubes freezing. Children confidently use technology in their play and independently use the computer with increasing skill. Throughout the nursery children's home languages are known and valued and there are resources and displays that reflect their individual backgrounds. Children learn about diversity and difference as they celebrate festivals and special events from around the world. Overall, rich, varied and imaginative experiences are provided in the outdoor area. For example, children eagerly participate in organised sports sessions, play parachute games and learn to bowl. They use magnifiers to study nature up close as tramp through the nature trail and have opportunities to plant flowers and vegetables in the garden. Children watch as they place cars or water to roll down the different levels of gutter pipe, racing to catch it as it comes to the end. However, the range of inspirational and challenging play opportunities for younger children on the first floor terrace is not as extensive as that for older children in other outdoor areas.

Staff make sure that children see and use numbers in their daily routines and play. For example, babies explore building bricks and shape sorters, and number rhymes are used to introduce simple addition and subtraction. Children play with construction toys and so learn about shapes and size, and water play helps them learn about quantity and volume. Older children can count fluently and can recognise and draw different shapes. Children sit mesmerised as staff skilful bring books to life. They actively involve children in their animated the story telling, helping to promote children's enthusiasm and love of books. Staff laminate books so they can be left outside in the outdoor reading area. Individually named place mats are used at meal and sleep times which, along with a self-registration system, help children to become familiar with their names. There are lots of printed labels throughout the nursery and when they are ready, staff support children in learning their letter sounds to build up words. There are many opportunities for young children to practise their drawing and early writing skills. Babies can be seen making marks in mud with sticks; toddlers use their fingers to draw shapes in gloop and older children are shown how to hold a pencil and to form their letters. Children are encouraged to label their own work and to write for a purpose as they write shopping lists or book appointments in the role-play area. Children play a dynamic role in their learning, showing extremely high levels of independence, curiosity, imagination and concentration. Children develop useful skills and attitudes that prepare them well for their next stage of learning

and for school. For instance, listening attentively at circle time and taking turns to share their news.

Staff provide parents with comprehensive progress reports on all areas of their child's learning every three months. Along with bi-annual review meetings, these ensure parents are kept very well informed of their child's progress. Children with special needs and/or disabilities also receive individual support, tailored to their particular needs, so they can make the best possible progress. Staff actively encourage parents to be engaged in their child's learning at home and to contribute to planning future activities. Management implement a robust system for tracking and analysing children's learning and progress. The assessment of children is linked to tracking sheets across all areas of learning. These are closely monitored as they give broader information to measure children's development and show where action may be needed to narrow any identified gaps.

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

Children benefit from a gradual introduction to the nursery; the amount of time this takes is dependent on the parents' wishes and their children's individual needs. This careful planning helps to support children in the transition between home and the nursery. This time also enables the key person system to become established, enabling staff to gain an excellent understanding of each family and their child's unique needs. As a result, very strong attachments are formed, enhancing children's sense of security and belonging. The environment is made welcoming with posters, photographs and displays of children's work. This helps the children to feel valued and shows parents what the children have enjoyed doing. All rooms are very well equipped with a broad range of resources, furniture and equipment specific to the different age groups. Excellent consideration is given to the presentation of play resources, which are clearly set out to show how the seven areas of learning are covered. Low-level storage units enable children to make independent choices of what they wish to play with.

Babies' emotional development is continually promoted as they are cuddled closely when they are tired, upset or need reassurance. Consequently their emotional needs are continually well met. Staff are excellent role models and extremely calm and polite when they speak to the children. As a result, children are learning to play together well and to treat others with respect. If conflict does occur, staff encourage children to consider the views and feelings of others. They motivate children to behave well by using a 'thumbs up' traffic light system and acknowledge their progress and achievements with stickers and certificates. Children take it in turns to proudly wear the 'helper's badge' and relish the opportunity take responsibility for small tasks. Special days in children's lives, such as a graduation ceremony on their last day at nursery, ensure they feel hugely valued.

Staff are fully aware of their responsibilities in keeping children safe and are vigilant, while still allowing the children to have sufficient risk in their play to promote challenge. The outdoor environment successfully promotes children's understanding of their own safety and developing physical ability. Children run, climb and jump on equipment, learning to judge height, speed and space for themselves. Children learn to take responsibility for

their own safety too as they regularly take part in evacuation drills and topics are planned which increase children's awareness of people who help us. On outings they learn about road safety, the danger of playing near water and they develop a growing awareness of strangers and the unpredictable behaviour of animals.

Staff follow stringent hygiene routines across the whole nursery which prevent the risk of cross infection. Nappy changing routines ensure children remain clean and comfortable throughout the day. Staff are vigilant in ensuring all items babies put in their mouths are clean and that bedding is changed frequently. Staff set a good example, reminding children to cover their mouth when they cough and showing them how to blow their nose. Children are supported while they learn to manage their personal hygiene routines and as a result they become increasingly independent. Concise recording of children's allergies or food preferences ensure children's needs are met and respected. Clear health plans are in place for children with severe dietary or medical needs. Children develop an excellent understanding of the importance of leading an active and healthy lifestyle. Meal and snack times are very sociable occasions where staff sit with children and chat about the benefits of healthy eating. From a young age, children are encouraged to feed themselves. Babies are seen to be grasping finger foods and developing skills in using a spoon while older children become competent in using cutlery and serving their own drinks and food. Menus are meticulously planned and the nursery chef prepares all meals on site. As a result children tuck into a wide variety of healthy and nutritious meals. The nursery has a five star rating for food safety and hygiene. This helps to protect children's health.

Children are extensively prepared and supported by staff as they move onto new rooms within the nursery. Their key person visits with them, passes over their personal achievement report and sensitively encourages new relationships with the staff and the children. This effectively helps children to become used to the new environment and feel safe and secure. Excellent procedures are in place to support children in their move to school. Effective links include meetings with teaching staff and pre-start visits all help children considerably to settle.

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

Robust recruitment and selection procedures are in place. All staff undergo checks to ensure they are suitable to work with children and an effective appraisal process helps to monitor their continued suitability and on-going professional development. The provider and management team consistently observe and review staff performance in order to raise quality. Appraisals ensure that training and professional development is tailored to both staff's needs and to those of the nursery, which ultimately enhances the quality of teaching and learning. Individual room and whole nursery staff meetings help forge the excellent team work and enable the provider to share her high aspirations and long term vision. Staff's individual skills are recognised by their peers and management, and as a consequence, they feel valued and are highly motivated. Thorough induction procedures ensure that all staff are fully aware of their role and responsibilities. This includes recognising the signs and symptoms of abuse and being aware of the nursery's designated

person for safeguarding concerns. Management fully understand their role in working with Ofsted and following their local Safeguarding Children Board procedures. Confidentiality is addressed and clear information of the procedures that the nursery will follow is provided for parents.

Written risk assessments are carried out on a regular basis, helping to ensure any hazards are removed or minimised. Staff are vigilant at all times, ensuring the safety and well-being of the children. For example, visual checks are made of all indoor and outdoor areas prior to the children arriving. Security is excellent, ensuring no unwanted visitors are able to access the nursery. All visitors and parents are greeted at the front door by a member of staff; usually a senior member. Therefore, children are kept safe and cannot leave the nursery unsupervised. Equal consideration is given to the safety of children on outings. The completion of regular fire drills and staff qualified in first aid means children's well-being is paramount.

Leadership and management within the nursery are highly effective and all aspects of the provision are carefully monitored. Comprehensive policies and procedures are reviewed and updated regularly to ensure they meet the safeguarding and welfare requirements of the Early Years Foundation Stage and reflect the outstanding practice. An informative pack for parents provides them with a more user friendly version of all the relevant nursery policies and procedures. All required documentation and record keeping is well maintained and available for inspection. The provider and manager have high aspirations for ensuring excellent quality and have an exemplary understanding of the welfare and learning and development requirements. Rigorous monitoring of the educational programmes ensures the staff team are confident in delivering a broad and stimulating range of experiences that help children make excellent progress. They are dedicated to driving improvements and continually developing the service they provide. Staff, parents and children are encouraged to share their views about the nursery, what they think works well and where improvements could be made. A comprehensive in-house accreditation scheme helps the provider evaluate all areas of the nursery, to identify areas they could develop even further. Therefore, there is excellent capacity for on-going improvement.

Parents report that they feel warmly welcomed into the nursery and families are positively encouraged to be actively involved in the children's learning. They are invited to share a particular skill they may have or to bring an added cultural dimension, enhancing the learning experience for all children. Parents are extremely complimentary about the nursery and the service it provides. They comment on the high calibre of staff and are delighted with the progress their children are making. Excellent partnerships with external agencies involved in supporting children's care and education mean that children's needs are exceptionally well met.

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 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	137250
Local authority	Bromley
Inspection number	908704
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	84
Name of provider	Sunnyfields Ltd
Date of previous inspection	10/09/2009
Telephone number	020 8313 9191

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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