

# Sunshine Day Nursery

Sunshine Day Nursery, 229 Branston Road, BURTON-ON-TRENT, Staffordshire, DE14 3BT

<b>Inspection date</b>	11/04/2013
Previous inspection date	24/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff and the management team have an excellent knowledge of the Early Years Foundation Stage. Staff are highly skilled and knowledgeable and use varied strategies to engage children in learning effectively.
- Every aspect of the provision is thoroughly researched and staff are constantly reflecting on their practice and its impact on supporting children in progressing and reaching their full potential, particularly in the acquisition of spoken English.
- The systems for observations, planning and assessments are extremely effective in ensuring that practice provides a range of challenging activities that are age and stage appropriate for each child.
- Children are very confident, show a very high level of independence and motivation, as a result of the extremely well-organised learning environment and the constant evaluation of practice.
- Inspired leadership and management drives forward the practice in the setting through the thorough self-evaluation. Everyone involved contributes to identifying strengths and areas for future improvement, particularly the children and their families, promoting the true partnership between the nursery and the children's home lives.

## 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 activities throughout the nursery in both indoor and outdoor spaces, speaking and interacting with children appropriately.
- The inspector carried out a safety check on the premises.
- The inspector spoke with the owner and staff at appropriate times during the day and carried out a joint observation with the owner.  
The inspector looked at a range of documentation including children's records, learning and development information, staff records and a selection of policies and procedures. In particular, the inspector checked safeguarding and staff recruitment, selection and supervision policies and procedures.
- The inspector took account of the views of a number of parents through discussion on the day and from written questionnaires sent out by the nursery.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Sunshine Day Nursery has operated since 1990 and was re-opened in 2009. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a converted town house property in Branston, Staffordshire and is privately owned. It serves the local area and operates from rooms set out over the ground and first floor. The first floor is accessed via stairs. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. All staff hold relevant early years qualifications that range from level 2 to Early Years Professional Status. A number of staff are working towards Foundation Degrees.

The nursery opens Monday to Friday, all year round. Sessions are from 6am until 6pm. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

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

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

- enhance children's relationship with the natural environment by exploring further opportunities to engage in outdoor activities, such as Forest School style provision.

## Inspection judgements

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

Every child in this setting is supported most effectively in making great progress in their learning and development. The passionate and highly skilled staff constantly review their teaching to ensure that it is consistently effective in promoting children's independence, learning and enjoyment of their activities. Every facet of nursery routine is used to its full potential to maximise children's learning opportunities. When children are watching a story about a girl that went for a walk in a forest, they are encouraged to consider the moral ethics of the character's behaviour. Staff ask children to consider if it was right or wrong the girl to enter a house she came upon. Such teaching is indicative of the ethos of the setting, in that children gain an awareness of how to behave positively as a member of society and consider the needs of others as well as themselves.

Teaching is exceptional and is firmly rooted in appropriate theory gained through the wide range of training and skills available within the setting. The principles of the Early Years Foundation Stage are clearly explained to parents, in verbal and written form, in a number of community languages. This ensures that they understand how and why their children are gaining skills across all areas of learning. They are also actively involved in their children's progress as they join them in the nursery in decorating and setting up their 'learning journey' developmental records. Children select their own pieces of art and craft and take photographs of some of their constructions and favourite places and people in the nursery and add them to their records. This encourages children's autonomous learning and promotes their self-esteem as they become active learners.

The work done with children regarding their communication and language development is excellent. All children are supported individually in developing their communication in both English and their home languages. Staff skills are utilised to their utmost to prepare children in gaining the skills they will require for transition to school and other big steps in their lives. Children's skills and linguistic abilities are also used effectively as some children assist new children in settling in. Children speaking Polish and Urdu help their peers to become familiar with routine and activities and are praised by their key persons for such kindness and consideration for others. Children develop their listening skills as they participate in 'listening walks' in the local environment. They make their 'pretend ears', create their own check lists and log all their findings on the charts to identify all the sounds they hear. This encourages children to develop concentration, differentiate between sounds and chart their achievements in a practical way. Staff evaluate such practice and continue to observe how children use such skills in other ways, such as making a shopping list. This shows how the initial activity has helped children to consolidate such learning and transfer the skills to another concept.

Observations are pertinent to each child's level and stage of development. Assessments are highly accurate and precise, tracking each child to ensure that they are supported to a very high degree in making the most progress they can. Such attention clearly identifies any child who may require additional support either from staff within the setting or from other specialist agencies where necessary. This reassures parents that any concerns about their child's attainment would be addressed immediately and with them being fully involved. Staff speak and consult with the children and build their interests into the planning, such as a child's involvement with a comic book superhero. The character is used to encourage a child to develop playing with other children rather than just playing alongside them. Staff also celebrate children's success and share children's attainment, no matter how simple that may be. For example, when amassing children's acquisition of English vocabulary, great excitement is shared when a young child, with English as an additional language, utters the word 'bus' very clearly for the first time, having joined in with the gestures for the song 'The wheels on the bus'.

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

There is a very strong emphasis on promoting children's independence in their self-care and in their day-to-day activity. Babies delight in crawling freely in the stimulating care base where they can pull to standing and take first steps in safety and comfort. This is

made possible both indoors and outdoors as the large covered area allows for outdoor play in all weathers and for all ages. Children develop an excellent understanding of the importance of exercise through a wide variety of activities. They hone their climbing, bouncing on the trampoline and negotiate space with skill on the vast range of bikes and tricycles. They learn about road safety in play as a member of staff uses coloured blocks to represent the traffic lights and asks children to predict the change sequences. Children serve meals and snacks for themselves and others using a range of tools, such as spring-loaded tongs, with skill and dexterity. They practise their own portion control and enjoy their meals, tucking in readily to home-cooked meals that take account of dietary requirements and health needs. Babies are very ably supported in using spoons as they start to feed themselves.

Children express their emotions and feelings through their play. The use of pictures depicting facial expressions helps some children to manage their own behaviour. For instance, after lunch, a child displays the angry face, standing akimbo with hands on hips and bursts out laughing, developing a sense of humour as staff are 'teased'. Children's behaviour is very effectively managed. Where children need support in coping with strong feelings, their key persons offer a calm and friendly environment in which to consider making better choices about how they behave and relate to others. Children learn about different cultures and beliefs by exploring a range of festivals throughout the year. They try different foods, dress up in a range of outfits depicting other cultures and access the many dual language story books and posters displayed.

The nursery has developed highly effective partnerships with other agencies, providers and schools, preparing children exceptionally well for the next stages in their learning. Progress and transition forms are completed and shared with teachers and other schools to aid children settling more effectively when they move to school. Picture books are made with photographs of the school entrances, cloakrooms and some staff they may meet. Parents are consulted with throughout the process to ensure a smooth transition.

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

Children are fully safeguarded in the nursery because all involved fully understand the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff attend regular safeguarding training, with the key policies and procedures discussed and revisited at each staff meeting. Staff are made fully aware of their duty of care to the children and that any concerns about practice within the setting must be reported to the owner in order to keep children safe. The owner is adamant when selecting and recruiting staff that they demonstrate a range of personal nurturing and caring qualities as well as exceptionally high early years qualifications, in order to support children's progress holistically. Many staff are multi-lingual and use their skills to great effect, covering a number of community languages. The nursery works above the required ratios of staff to children to ensure that each child has tailored support and attention. Written risk assessments are conducted extremely diligently to maintain children's safety both on and off the premises and cameras are distributed around the care bases.

The owner values her staff team most highly and, consequently, they are extremely motivated and willing to research and try new ideas and theories. They infect the children with their passion and enthusiasm, resulting in every child's learning and development being significantly enhanced. Highly skilled staff consistently praise children's efforts to build their self-esteem. The management team consistently analyses practice, planning and assessments, challenging and identifying strengths and areas for future improvement. The recommendations from the previous inspection have been fully met with regard to reviewing the planning, observations and assessments systems. The outdoor play area is now fully accessible in all weathers and covers all activities that children enjoy indoors. Plans are in place to extend the opportunities for more active involvement in the natural environment as the nursery negotiates with a nearby country park to offer Forest School style activities. This has been identified as an area for improvement through the thorough self-evaluation that continually takes place. Children contribute to this process in very practical ways as staff work tirelessly to reflect the 'voice of the child'. Children take photographs of their favourite places and people within the nursery and explain why they may not like certain areas. For instance, a child expresses a dislike of the red painted kitchen door. Plans are in place to now change the colour and children will be selecting the colour for themselves. The development of dens and 'secret places' also arose from children's comments.

Training opportunities are provided for staff in order to hone practice, develop skills and knowledge. This is because leadership is inspirational and the owner nurtures her staff as well as the children. Staff have a wealth of knowledge and experience and are exceptional role models for the children. Parents are extremely complimentary about the setting, citing the 'family feel' that was noted on primary visits and which has strengthened as their children progress through the setting. A parent comments that children ask about coming to nursery at the weekend and that 'staff have the children in their hearts'.

### **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

<b>Unique reference number</b>	EY391567
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	909141
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Bibi Shaffora Yates
<b>Date of previous inspection</b>	24/08/2009
<b>Telephone number</b>	01283 563 279

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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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