

Sunshine Day Nursery

Clatterfield Gardens, WESTCLIFF-ON-SEA, Essex, SS0 0AX

Inspection date

29/04/2013

Previous inspection date

08/12/2009

The quality and standards of the early years provision

This inspection:

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

- The nursery has effective arrangements to help children settle when they first attend, when they move from one age group to another and to achieve a successful transition into school.
- Staff form an experienced and consistent team who have a good understanding of how young children learn and develop and show great satisfaction in seeing them make good progress and grow in confidence.
- The nursery provides a welcoming and well-resourced indoor and outdoor learning environment for children to enjoy, with easy access to a good range of resources to support all areas of learning.
- Partnership with parents is working very well and they comment on how approachable and supportive staff are. Effective systems are used to keep parents well-informed and fully involved in their children's progress.

It is not yet outstanding because

- There is scope to further develop the organisation of the creative/art area so that all children are fully supported to self-select a piece of equipment they might need for the task ahead.
- Not all opportunities to engage children's interest and maximise learning experiences are used outside.

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 took a tour of the premises led by the deputy manager.
- The inspector observed the activities in the baby room, nursery room and outside in the garden.
- The inspector held meetings with the manager and deputy manager of the provision.
- The inspector held discussions with key persons.
 - The inspector looked at children's learning journals, planning documentation, evidence of suitability of staff working within the setting, the providers' self-evaluation documentation and a range of other documentation.
- The inspector also took account of the views of parents on the day of the inspection.

Inspector

Tina Mason

Full Report

Information about the setting

Sunshine Day Nursery was registered in 2003 and operates from four rooms within a two storey converted building. It is situated in a residential area within walking distance of schools and shops in Westcliff-on-Sea, Essex. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local community and surrounding areas. The nursery is accessible to all, including wheelchair users and there is an enclosed area available for outdoor play.

The nursery is open Monday to Friday, 7am to 7pm all year round, except for bank holidays. There are currently 110 children in the early years age range on roll. The nursery provides funded early education for two-, three-, and four-year-old children. The setting receives support from the local authority. The nursery employs 12 staff including a manager. Of these, all the staff team hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- provide children with further opportunities to access a wide range of resources independently within the creative area to enable them to freely explore and use a range of media and materials
- extend further the opportunities to maximise children's interest and learning through the use of skilful questions and effective challenges by all staff, in particular during outdoor activities.

Inspection judgements

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

Children confidently come into the nursery. They settle quickly, and engage in a chosen activity. They enjoy positive relationships with staff who know children well and provide individual attention to enhance their learning. Planning is organised, but flexible to incorporate child-initiated learning. Staff use observations of children's play to effectively adapt the activities and respond to children's individual interests. Staff have clear routines for observing and recording children's progress which forms the basis for evaluating and supporting their next steps. A summative report is produced to share with parents during their meetings when they decide how to work together to support the children's overall development. Staff encourage parents to carry out home observations to add to their

journals which consolidates the links between the nursery and home.

Staff plan interesting and stimulating play experiences that promote children's active learning. For example, children are provided with opportunities to mix water and washing liquid together to make bubbles, this excites young children's curiosity. Throughout the day children are extending their communication skills as they engage with staff. For example, children of all ages respond well to music and rhymes, whether it is a nursery rhyme to help younger children understand words by using actions as well, or the use of exciting action songs to keep their attention during a phonics session where they are learning to sound out letters of the alphabet. A wide range of books and the implementation of 'story boards' support children's interest in the written and spoken word. Babies and younger toddlers enjoy exploring a range of interesting resources, such as, tunnels and slides to crawl through, slide down and balance on. As a result, they become confident in developing their physical skills knowing that their key person is nearby. Staff extend young children's interest in their environment by introducing interesting resources, such as treasure baskets with natural and household materials. Children become excited and animated as they make marks in shaving foam. Staff talk to children routinely about their play and what they are doing, which effectively enhances their vocabulary and communication skills.

Children have a wide variety of creative and imaginative opportunities as they role play in the play kitchen, dress-up in the outfits or explore different textures as they play with the shaving foam, water and sand. Children are provided with a very good range of activities and resources, which promote their ability to problem-solve and develop numeracy skills. For example, children have opportunities for baking, enabling them to look at measurement and different weights, textures and the science involved when a liquid turns into a solid form. They complete increasingly complex puzzles with and without adult support. Children have good space to move around in and confidently access different parts of the room. Babies are encouraged in crawling and early walking skills and all enjoy regular outdoor play, where a wide range of resources and physical equipment encourage their coordination and physical skills. Children in the main are happy, engaged and eager to learn, with older ones showing concentration and interest in the task at hand. As a result, children are acquiring the attitudes and dispositions they need to be ready for school or the next stage of learning. The indoor and outdoor learning environment is bright and welcoming with a wide range of different resources for children to access to support their independent play choices. For example, children are provided with activities where they can examine change over time when they grow plants and vegetables in the garden. Most staff engage well with the children to inspire their learning, and use effective questioning. However, the occasional opportunity is not routinely used to maximise their learning. For example, children use large wooden blocks in the garden to make simple structures, they cooperate and work very well together in building the blocks up and in making a walkway, which enables them to walk along the top of the blocks and safely jump off the end. However, further opportunities to extend children's thinking and creative skills in making different structures are not explored on this occasion.

Attractive displays of children's work, accessible resources and enthusiastic staff encourage children to confidently initiate their own play. The day is planned to provide a continuous learning environment where children can initiate their own play as well as engaging in a variety of adult-led activities. Most of these are planned around children's

interests and children are encouraged to pursue their own lines of exploration. The creative area enables children to use their imagination in creating their own masterpieces, painting and models. However, this is currently very prescriptive and does not provide children with opportunities to easily access a range of stimulating open-ended materials, which they can use and combine in their own way to meet their own purposes.

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

Children settle quickly and confidently in the nursery. Key persons spend time with parents and carers to learn about the needs of each child and their home care routines. Children quickly learn the routines of the nursery and enjoy easy access to a wide range of resources and activities. This means that they become independent and make choices appropriate to their age and stage of development. Children behave very well. They receive clear guidance from staff about positive behaviour, along with praise and positive encouragement. Staff help younger children to enjoy sharing play with others and remind them how to behave nicely with each other. All children learn from staff how their behaviour may affect others and staff always offer positive alternatives. Good procedures are in place to ensure children are supported and all relevant information is shared with the key persons and parents when children move up into a new age group, which supports secure transitions within the nursery.

Staff provide a welcoming and stimulating environment for children. Many of the resources are positioned at child-height to enable children to make independent choices about their play. Children have daily free-flow use of the enclosed outdoor play space. This means that children get lots of fresh air and exercise, and adds to their enjoyment and overall development. Children negotiate the stepping stones, climb on the climbing frames and show good navigation skills when riding tricycles. Medical and health risk assessments carefully detail the health needs of children and all staff involved are made fully aware of children's individual needs and how to meet these. Staff follow appropriate and hygienic procedures when changing children's nappies. Nappy changing areas are discreet to preserve dignity for children but always within sight or earshot of other staff to safeguard all involved. Babies and toddlers are encouraged and supported to feed themselves when sitting up to the table at lunchtime. Older children learn to recognise when they need to eat and drink and help themselves to nutritious snacks. Staff explain to children why they need to wash their hands and prevent the spread of germs. Children's individual dietary and health needs are carefully noted and considered when planning the healthy and nutritious meals.

The premises, garden, outings and activities are risk assessed robustly and regularly supplemented by daily checks. This means that children are free to move around and take risks in a well-managed environment with good support from staff. There are clear systems in place to record consent and guidance from parents for staff to administer medication to children. When children have specific health needs key persons work closely with parents to draw up care plans to meet children's needs. Most staff have current paediatric first aid certificates to ensure any minor accidents are treated appropriately. Children are encouraged to ask for help when needed and are confident of a positive response. They practise putting on coats and shoes and learn to recognise their own body

needs. These independent skills will support children well when they move on to school or other settings.

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

Partnership with parents, external agencies and other providers are well-established and make a strong contribution to meeting children's needs. Staff work in partnership with parents to enable children's individual needs to be clearly identified and well-supported. Newsletters, the noticeboard and information workshops provided on the revised Early Years Foundation Stage, inclusion and behaviour management keep the parents up-to-date about what is going on and keeps parents well-informed about how the setting operates. An open door policy allows parents to have access to their child's file at any time, and children's individual learning journeys record children's progress and development. Parents speak very positively about the care and education which their child receives. The manager has developed close relationships with the local authority, and shares her expertise with her staff, supporting and extending their understanding and knowledge of the Early Years Foundation Stage. Robust vetting and safeguarding procedures are in place, which keep children safe and secure both inside and outside the setting.

Staff have a good knowledge of the learning and development requirements of the Statutory Framework of the Early Years Foundation Stage. Assessment arrangements are effective and used well to monitor children's progress. The manager and staff review the activities to ensure that the educational programme is covering all areas of learning and supporting children's development. Staff have implemented systems to help them complete the progress check at age two, which is shared with parents. The staff and committee have effectively addressed the recommendations raised at the last inspection. For example, the range of activities and experiences available in the outdoor garden have been extended. The enthusiasm and knowledge of senior staff ensure that all aspects of provision are led well. Strong leadership and management, together with good provision, results in children making good progress in their learning and development. The required policies are in place and regularly reviewed.

Induction procedures for new staff are clear and comprehensive, and ensure only suitable staff are employed. Yearly staff appraisals, six-weekly supervision sessions and regular staff meetings identify training needs and ongoing development for staff, which are given high priority and appropriately addressed. Frequent and thorough risk assessments of all aspects of the provision are completed. Ongoing reviews and updating of policies and practices, such as, staff use of mobile phones and photographic equipment, ensure that children are protected and safeguarded. Well-maintained procedures and systems are in place to record children's details, including medical needs and accidents. These are securely stored to promote confidentiality. Thorough self-evaluation ensures future priorities are well-targeted to promote positive outcomes for children. The setting provides an inclusive service for children and their families. Children are not stereotyped and staff are aware of the differing learning styles of girls and boys. The nursery works well with

other professionals and local schools to support children's learning and ensure smooth transitions.

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	EY273928
Local authority	Southend on Sea
Inspection number	908403
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	110
Name of provider	Sunshine Day Nursery 2003 Limited
Date of previous inspection	08/12/2009
Telephone number	01702 333 313

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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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