

Sunny Day Nursery

62 West Street, Bridport, Dorset, DT6 3QP

Inspection date	23/07/2013
Previous inspection date	22/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff know each child very well, which enables them to meet their individual needs. As a result, children are confident and feel safe and secure.
- Staff have a good knowledge of how children learn and plan worthwhile activities that mean children are making secure progress in their learning and development.
- Staff make sure that children have access to a good range of toys and resources, with which they can safely play.
- Staff have built good partnership with parents and outside agencies, which ensures children's learning and care has continuity.

It is not yet outstanding because

- Staff do not promote the educational programme for literacy as well as possible, missing opportunities for children to develop their early writing skills and to learn the sounds that letters make.
- Each child has an allocated key person that they form strong attachments with but, at times, babies and toddlers are less settled when their key person is absent.

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 observed activities in the pre-school room and toddler rooms at different times and the outside play area.
- The inspectors spoke to staff and management.
- The inspectors spoke to some parents as they dropped off and collected children.
- The inspectors sampled relevant documentation, including some policies and procedures.

Inspector

Sally Hall and Linda Dawe

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 rooms. 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 84 children on roll in the early years age group.

The nursery is in receipt of funding for free nursery education to children aged two, three and four years. The nursery supports children who are learning English as an additional language. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 11 members of staff working in the nursery. The majority of staff have recognised childcare qualifications.

What the setting needs to do to improve further

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

- help children in the pre-school room to learn the sounds that letters make in order to develop their literacy skills
- increase opportunities for children in the pre-school room to practise their early writing skills and understand that print carries meaning
- consider introducing a key person buddy system so that children continue to be emotionally well supported when their key person is absent for any reason.

Inspection judgements

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

Children are making secure progress in their learning and development. They are happy and secure and supported by staff who know them well. They are warmly welcomed on arrival to support them to feel secure. Children are pleased to see their friends and quickly settle, making their own choice of what they would like to play with. Older children are extremely confident to introduce themselves to visitors and are keen to show and talk

about what they have been doing. This demonstrates that they feel secure and have good self-esteem. They are proud to show where they are going to school as the staff have made a poster with their photos linked to photos of their new school. This helps to prepare children for their upcoming moves. Children have a key person to support them as they play. They know their key children well and plan to support their individual interests. They provide them with emotional security as they care for them throughout the day. However, for the younger children and babies, staff have not considered how to ensure this emotional one-to-one support can be continued when their key person is absent by introducing a 'buddy' key person system, for example. Staff are sensitive to children who are learning English as an additional language and are proactive in learning useful words and phrases to help those children to feel settled and secure.

Staff interact well with the children and asks good open-ended questions, giving them time to think, respond and to explain their own ideas. Children enjoy a broad range of craft activities and are keen to share their home news as they play. For example, where they are going on holiday as they make sand castles and the beaches they have visited. The pre-school children enjoy free-flow play to the well equipped outside play area. The younger children have planned times during the day for outside play with a separate enclosed area to ensure they are safe. There is a very good selection of resources throughout the nursery and most are labelled to show children that print carries meaning. For example, children are proud to show where they are going to school as staff have made a poster, at child height, with their photos and names linked to photos and names of their new school. However, other labelling is at adult eye level where children cannot easily see it.

Staff are deployed well as children play ensuring they are supervised at all times and giving support as required. They join in children's games by invitation. Children really enjoy role-play and staff provide children with a very good selection of resources to support their individual interests. These are used well to extend their learning and develop their imagination; for example, a hairdressers set up to enable children to talk about recent visits to have their haircut. Children thoroughly enjoy doing the staff's hair and their constant chatter and learning is extended by staff talking to children about what they are doing and why. However, opportunities are missed for children to practise their early writing skills during these times as pens and paper are not freely available. Children develop their early mathematical skills well during everyday routines. For example, counting how many pieces of fruit they help themselves to at snack time. Staff use mathematical language naturally to teach children about concepts such as size and shapes as they play.

Staff read stories with enthusiasm to engage children's interest. They make good use of questioning to extend children's thinking. For example, asking children if cars travel on land, and which vehicles travel on the sea. Children are quick and keen to answer, demonstrating a willingness to learn. Children enjoy stories and listen as the story unfolds. Staff are skilful at pointing out words in the books and asking children questions. However, during the day, older children are not always supported to gain an understanding of the sounds that letters make and about how words are made up as they attempt to write their name on their pictures. The staff do not use phonics regularly enough to sound out letters when talking to the children.

Staff have built good links with feeder schools that the children will go to and prepare useful transition documents to share information that will help the children to settle. In addition, schools are invited to visit the children at nursery to begin to build relationships, which make the move a positive one for the child.

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

Staff teach children to behave very well. They are taught to be thoughtful and kind to each other and are familiar with the 'Golden Rules'. Any minor lapses in behaviour are quickly addressed by staff, at an age appropriate level for the individual child. Staff teach children right from wrong, explaining at times why their actions are unacceptable. The pre-school children have gentle reminders from the staff such as not to run indoors and to have 'kind hands'. This supports them to be kind and thoughtful to each other as they play and to keep themselves safe and each other safe as they play. The children receive consistent praise and encouragement to promote their positive self-esteem. Older children play well together sharing and taking turns and playing well in small friendship groups. This supports them to learn some of the skills they need in readiness for starting school.

Good hygiene routines are followed with the younger children to minimise the risk of any cross infection. Their daily routine is recorded including their sleeping pattern. The children have separate linen and are checked regularly when sleeping and this is recorded. This information is shared with parents in their daily diary to keep them well-informed of how their child has been. Room thermometers are in each room to monitor the temperature to ensure children are comfortable as they play. The older children become confident in their own self-care. They confidently tell a member of the staff that they have blown their nose, washed their hands and put the tissue in the bin. The older children's toilet cubicles at present do not provide an inviting area for children to use. At times there are some unpleasant odours and, as the cubicles do not have doors, children's privacy is not assured. However, the managers are aware of this and plans are in place for this area to be refurbished.

Children have healthy meals provided or they can bring a packed lunch. Meal times are very social occasions with the staff sitting with the children. This promotes children's good social skills as staff praise children when they show good manners, such as when they say 'please' and 'thank you', which boosts their positive self-esteem. Staff are on hand to support the children and encourage them to be independent by serving their own lunches. For example, children spoon out rice and chicken korma, confidently using serving spoons. Staff talk to the children throughout meal times to support them to develop their communication and language skills well. Children are encouraged to eat healthily. However, staff are also sensitive to children who find mealtimes difficult. For example, offering a child an alternative for lunch and giving reassurance when she became upset when she did not like what was offered. Children are given plenty of time to enjoy their meal and activities are set up in readiness for them as they finish while some of the staff tidy up. This ensures that children can swiftly return to play when they are ready. The older children enjoy a 'cafe style' snack time and confidently pour their own drinks.

The outdoor environment is full of opportunities for children to learn in the fresh air and is used well by children. A separate area for babies keeps them safe from the exuberant and physically active older children and provides them with shade. Provision is made for children to develop their physical skills as they ride tricycles in a separate area and boys enjoy 'painting' on the walls with water and paint brushes, encouraging their early writing skills.

The older children are familiar with the routine for the day and the younger children have a comfortable area in which to play with a good range of resources to support their early learning such as sensory resources and treasure baskets. Parents have given staff positive feedback on how they like the rooms used by the toddlers and state they feel they provide a homely environment for children to learn and develop. There are good systems in place to support children's smooth transitions when they move rooms within the nursery. Children have introductory visits prior to moving rooms to help them to feel settled and secure. The children's key person also has discussions with parents to keep them well informed and introduces them to their new child's key person. The older children are learning the skills they need to support them in readiness for when they go to school, such as a willingness to learn and to be confident in their own self-care.

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

Since their last inspection, managers and staff have worked extremely hard to make improvements to the learning environment, which has had a significant impact on children's care and learning. Staff are positive role models to the children. They work effectively as a team that complements each others' skills and are well supported by the manager. They demonstrate a secure understanding of the requirements of the Early Years Foundation Stage and how to support children to learn through play. There are robust systems in place for appointing staff and induction procedures to ensure that new staff are familiar with the policies and procedures. Good systems are in place to ensure that staff, including the manager, have regular supervision and appraisals to monitor their performance in order to improve outcomes for children. All staff demonstrate a positive attitude to undertake further training that will benefit children's care and learning.

Risk assessments are completed and these are regularly reviewed and include procedures for checking resources to ensure they are safe for children. There has been a significant improvement in additional resources being purchased since the last inspection. In each room the staff takes responsibility for completing a daily safety check of all areas used by children to minimise any potential hazards to the children as they play. Children are supervised well at all times and there are good systems in place to ensure children are safe and secure during arrivals and departures. All staff have completed safeguarding training to give them a thorough understanding of how to protect the children in their care. Staff are clear about their roles and responsibilities in this area. A 'whistle-blowing' procedure has been introduced so that staff can feel able to report any concerns they may have about colleagues in a safe environment. They have a comprehensive safeguarding

policy in place and this is shared with parents so that they are aware of any steps that staff will take should they have any concerns about a child. Fire drills are practised with the children so they are clear of the procedure to follow in the event of an emergency.

There is a good partnership with parents keeping them well-informed on a daily basis how their child has been and what they have been doing. Informative notice boards are displayed throughout the nursery with useful information for parents. The setting has their own website and parents receive regular newsletters to keep them up-to-date with any changes and planned events. Children's progress is discussed with parents and staff keep detailed learning journals on the progress children are making. These are shared with parents to enable them to support their child's learning at home. Parents are also encouraged to share children's achievements at home.

The nursery has good links with other settings that children attend to provide a shared approach to children's learning and development. They also have good links with outside agencies to seek advice and support for children's individual needs. The nursery has made significant improvements since their last inspection to enhance the learning environment for children. They are constantly monitoring their practice and have identified areas for their own improvement to continue to provide good quality childcare for children.

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	EY268636
Local authority	Dorset
Inspection number	925226
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	76
Number of children on roll	84
Name of provider	Sunny Day Nurseries Ltd
Date of previous inspection	22/02/2013
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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