

# Funshine Day Nursery

23 Lake Road, Croydon, Surrey, CR0 8DS

<b>Inspection date</b>	27/08/2013
Previous inspection date	21/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
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**

- Strategies to engage parents in their children's learning and development are highly successful. This means children's individual needs are extremely well met and they develop the skills they need for their future learning.
- Staff work hard to provide an inspiring learning environment. Staff teach children how to manage risks and challenges so children develop high levels of independence in their ideas and actions.
- The very high expectations and clear strategic overview of the provider means that the staff team are exceptionally well supported in providing the best they can for the children in their care.
- Staff implement excellent systems to assess children's progress and are skilful in planning activities which motivate children to learn. This ensures all children make significant progress from their starting points.
- Children form strong relationships with all staff and are safe and secure within the nursery's warm and welcoming environment.

## 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.

## Inspection activities

- The inspector was given a tour of the nursery on arrival and met with parents.
- The inspector observed children involved in free flow and planned activities, in all rooms and outdoors.
- The inspector carried out a joint observation with the provider.
- The inspector met with the provider to discuss leadership and management of the setting and talked with members of the staff team.
- The inspector looked at relevant policies, documentation and assessment and planning paperwork.

## Inspector

Catherine Bee

## Full Report

### Information about the setting

Funshine Day Nursery opened in 1998 and is one of two nurseries run by the provider. The nursery operates from a converted, two storey building in a residential area of Shirley, in the London Borough of Croydon. It serves the local area. The nursery takes children from babies to five years old. There are currently 49 children on roll. Children attend for whole days on a part-time or full-time basis. Children are grouped in one of three areas according to their age and stage of development. Children aged under two are cared for in on the ground floor in their own large room. Children aged from three to five years are also based on the ground floor, where they have access to two rooms linked by the outdoor area. Children aged from two to three years are based in two rooms on the first floor where they have their own toilet and nappy changing facilities. All children have access to a secure, enclosed outdoor area which has all weather surfacing and covered walkways. The nursery has systems in place to support children with special educational needs and/or disabilities. The nursery is in receipt of funding for free early education for three- and four year olds. The nursery is open each week day for 51 weeks a year. Sessions are from 8am to 6pm. A total of 11 staff work with the children. Of these, nine have appropriate early years qualifications up to level 4. The provider and manager both hold Early Years Professional Status. A cook and lunchtime cover staff are also employed. The setting is registered on the Early Years Register only.

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

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

- widen opportunities for children to record their plans and ideas and extend their investigation skills, for example, by including clipboards, collecting jars and insect identification charts outdoors.

### Inspection judgements

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

Children flourish in the nursery and make excellent progress in all areas of learning. The provider, manager and staff team demonstrate an extremely secure understanding of how children learn and develop. They work hard to provide a range of consistently challenging and motivating learning opportunities for children of all ages. As a result all children, including those with special educational needs and/or disabilities, make significant progress from their starting points. Staff rigorously assess children's progress on a daily basis. Highly effective planning makes use of daily observations to ensure activities are based on children's individual needs and interests. Staff access every child's next steps

and therefore children's learning is supported, even if their key person is not available. Staff are highly reflective and ensure that resources provide rich, open-ended and challenging opportunities for children. They sensitively support children's learning in a natural and relaxed way, showing unlimited attention to their needs and interests. For example, staff work with children as they sort real clothes for washing, modelling appropriate mathematical language and encouraging children to explain their choices through careful questioning. As a result, children are skilfully supported to extend their own thinking and questioning skills. Thorough monitoring of assessment information ensures that staff swiftly identify and plan for any gaps in children's learning and development. This means children are exceptionally well prepared for the next steps in their learning.

Provision for sensory play is a strength of the educational programme for the under two year olds. Engaging collections of books and everyday objects are stored attractively in treasure baskets around the room. Children use their senses to explore low level displays of exciting recycled materials. Children develop their physical skills as staff encourage them to open and explore boxes of tubes and balls. Staff listen carefully to children as they talk and this thoughtfully extends children's growing understanding of two-way communication.

Staff demonstrate exemplary skills in supporting children's communication and language development. The team deliver the Every Child a Talker (ECAT) programme and use a wide range of strategies to assess and support children at all stages of development. Staff use sign language with the under two year olds to further extend their language skills. Staff engage children naturally in conversation during group activities and free-play. Children eagerly join in story and rhyme times as staff bring activities to life with props and songs. As a result of this focus on communication skills, children are making excellent progress in their language development. Parents comment that their children's language skills have 'developed really quickly', and are coming on in 'leaps and bounds'.

The inspirational outdoor area provides children with stimulating opportunities for creative thinking and challenge, as well as physical development. An exciting range of natural and open-ended resources allow children to develop their imaginative play. Children go outside all year round and have great fun as they dig and explore in the growing area; for example, they excitedly discover worms and insects. Although children find magnifying glasses nearby and examine what they have found, there are currently few additional resources to fully extend their investigation and exploration skills. Staff are innovative in teaching children how to take and manage risks. They support children by discussing what they want to do with the resources. Consequently, this has a significant impact on children's abilities to manage risks and set their own physical challenges. For example, children successfully and safely build a step so they can reach the top of the house with a fire extinguisher. Children are involved in making decisions about resources, for example, discussing and selecting the plants they want to have in the garden. Older children are encouraged to act as mentors for the younger children as they play together and at tidying up time. As a result, children in all age groups are highly motivated to join in and take part in the daily life of the nursery. Staff have recently focused on supporting boys' learning outdoors. As a result of their imaginative planning and provision, the boys are observed consistently engaging in purposeful activities which quickly develops their problem solving skills.

Partnerships with parents are exceptionally strong. Parents say they are very well informed and involved in their children's learning and development. They value the daily information they are given; for example, verbal feedback, feeding and sleeping charts and planned activities for the day. Parents particularly like the activities they can do at home with their children. They work closely with their children's key person. Parents are involved in agreeing specialist strategies and feel extremely well supported in managing important transitions between home and the nursery. They frequently comment on the rapid progress they have seen in their child's learning and development.

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

Staff provide an exceptionally warm and welcoming family environment which ensures children quickly settle into familiar routines. Children eagerly start the day, confidently separating from their parents. There is a fully established and highly effective key person system. Staff develop very strong attachments with children and this enables them to explore the stimulating environment with confidence. The organisation of the nursery enables all adults and children to become familiar with each other. Parents particularly value this warm and happy atmosphere, commenting that the children 'look like they are at home'. They describe the nursery as an 'extremely caring, warm environment'. Staff skilfully identify where young children need additional support in developing secure attachments, as they understand how this impacts on future development. As a result, children's emotional wellbeing is exceptionally well supported and children are well prepared for transitions to new rooms or to school.

The key person meets regularly with parents and shares information on a daily basis. Regular, more formal meetings ensure parents are very well informed about their children's development and progress. Parents receive excellent guidance and advice on any issues they may have, such as helping children with toileting or adjusting children's sleeping patterns. They have complete trust in the staff team and clearly value the individualised support they receive.

Children behave exceptionally well. Exciting resources which enable problem solving activities provide unlimited opportunities for children to learn how to work co-operatively. Parents feel that discipline is very strong. Highly effective strategies, such as the 'helping hands' display, teach children what is expected of them. Staff regularly give children positive feedback on their actions and record these on a display. As a result, children are keen to take care of their environment. For example, a two year old carefully returns a toy to the basket when he has finished using it. Parents and staff discuss and agree behaviour management strategies, which they consistently implement. This means that children clearly know what is expected of them and they learn to manage their own behaviour. Staff are exemplary role models in their interactions with children and each other.

The nursery is a safe, clean environment. Thorough risk assessments are systematically reviewed to ensure children are safe at all times. Regular fire evacuation practices ensure children know what to do in an emergency. Frequent trips out to the local environment

teach children road safety. For example, children know why they should wear their high visibility jackets when going out to complete a traffic survey. Visits to a local swimming pool allow children to learn water safety. Staff carefully select challenging outdoor resources which teach children how to manage risks. As a result, children have many exciting opportunities to learn how to keep themselves safe.

Children receive excellent support in developing a healthy lifestyle. They enjoy healthy, nutritious meals that are cooked on the premises. Older children skilfully self-select their breakfast cereals and make their own toast. They sit in family groups with staff and talk about the foods they like. Staff discuss with children why they must wash their hands. Children's individual dietary needs are very well supported. Children are encouraged to share their ideas for future menus and confidently help out laying the tables. Babies routine care needs are fully discussed with parents before children start. In addition, staff provide appropriate clothing so children can play safely outdoors all year round, whatever the weather. This means children have many opportunities for fresh air and exercise, which benefits their physical development greatly.

Staff work extremely hard to support transitions and ensure children are happy and secure at all times. They work exceptionally well with parents to include them in transition arrangements. They continuously strive to make links with other settings and share information, particularly for children with special educational needs and/or disabilities. Children settle into their new group rooms gradually. The strong focus on developing independent learning skills means children are exceptionally well prepared for the next steps in their learning.

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

The leadership and management of the nursery are outstanding. The providers' strong vision and high expectations are clearly understood and implemented by the manager and the staff team. There is no complacency as they work to sustain excellence in all areas. The provider's hands-on leadership style builds a strong team, who strive for the highest standards in their practice. Regular and robust supervision and appraisal enables staff to build their skills through additional training or coaching from senior staff. They use the outcomes of regular monitoring to discuss how staff will develop their practice. For example, they review their assessment systems to ensure they are as efficient and meaningful as possible. As a result, practice in all rooms is of a consistently high level and therefore children make excellent progress.

The provider knows her staff extremely well and uses their strengths to build expertise in the team. This results in some staff taking on senior roles. Staff take on responsibilities for areas of provision; for example, improving the outdoor learning opportunities. This builds staff engagement in improvements across the nursery and children benefit from the exceptionally well resourced and organised environment. Staff feel extremely well supported and value the guidance they receive, which results in very low staff turnover.

Leaders demonstrate an excellent understanding of how to implement the learning and development requirements. Regular reviews of children's progress ensure that gaps in learning are swiftly identified and strategies agreed for further support. For example, a recent review identified that mathematics was not as well observed as other areas so this was targeted. This targeted area was quickly addressed and as a result, children are exceptionally well supported in all aspects of their learning and development.

The safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are securely understood. There are rigorous recruitment and vetting procedures which ensure that staff are suitable and qualified to work with children. Robust induction procedures ensure all staff are aware of safeguarding procedures, as well as all nursery policies. Staff keep mobile phones and cameras secure in the staff room during working hours. Regular in-house training and checks maintain staff awareness of policies which are regularly updated and reviewed. This ensures that the appropriate action can be taken; for example, when a child becomes unwell during the day. The organisation and deployment of staff ensures ratios are maintained at all times and children's safety benefits from the high levels of staffing.

The provider and her team constantly analyse their work to identify strengths and weaknesses. Agreed actions are swiftly followed up and monitored for impact. Very well-focused development plans are used to drive improvements and the impact on children's learning is evidenced in folders of photos and notes. The provider seeks the views of parents using email. Children are encouraged to review provision and take part in decisions; for example, by suggesting menus they would like for the cook.

The provider and her staff build excellent partnerships with parents and other agencies, especially for children with special educational needs and/or disabilities. This ensures that every child's individual needs are extremely well supported and met. Parents feel their children are safe and making constant progress in their learning. This enables them to confidently leave their children in the nursery. One parent described this as meaning she can go to work with no worries during the day. Parents spoken to on the day all appreciate the dedication of the nursery team. Parents feel fully involved in their children's learning and development, and talk about how thrilled they are with the nursery and the individual provision made for their children.

## 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>	124950
<b>Local authority</b>	Croydon
<b>Inspection number</b>	825346
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Petra Susanne Myatt
<b>Date of previous inspection</b>	21/10/2008
<b>Telephone number</b>	020 8777 7447

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## Type of provision

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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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