

Sunny Bright Day Nursery

Melton Road, Sprotbrough, Doncaster, South Yorkshire, DN5 7SB

Inspection date	21/08/2013
Previous inspection date	27/03/2012

The quality and standards of the early years provision	This inspection:	1
	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

- There are high expectations for practitioners who are exceptionally well supported, and feel inspired by leaders. Practitioners performance and its impact on children's learning is exceptionally well monitored. This ensures that very high standards are achieved for all children.
- The excellent partnerships between parents, other providers and external agencies ensure that children's needs are quickly identified, and exceptionally well met.
- Highly skilled and enthusiastic practitioners give the utmost priority to supporting children through a wide range of experiences that inspire them. This ensures children make rapid progress in their learning from their starting points.
- Children are exceptionally well-motivated and very curious about the world around them. This shows that they have developed an excellent disposition to learning, which provides a very solid foundation upon which to support their future learning.

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 observed activities in the inside and outside environment, and carried out a joint observation with the manager.
The inspector looked at children's assessment records, evidence of staff's suitability, and a range of other documentation including policies, procedures and risk assessments.
- The inspector also took account of the views of parents spoken to on the day, and the information included in parental questionnaires, and the provisions self-evaluation.
- The inspector spoke to the manager, practitioners and children throughout the inspection.

Inspector

June Rice

Full Report

Information about the setting

Sunny Bright Day Nursery was registered in 2005 and is on the Early Years Register. It is situated in Sprotborough, near Doncaster and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an outdoor play area. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and above, including one at level 6, two at level 4, and 15 at level 3.

The nursery opens Monday to Friday all year round, except for public holidays. Hours of opening are from 8am until 6pm. Children attend for a variety of sessions. There are currently 91 children in the early years age range on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and follows an approach in line with the HighScope educational philosophy.

What the setting needs to do to improve further

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

- enhance the use of simple language to explain the importance of good hygiene routines, when, on the very rare occasion, hands are wiped for children.

Inspection judgements

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

The utmost priority is given to supporting children through a wealth of experiences that inspire them to learn. Practitioners are highly skilled and extremely enthusiastic, and this ensures that children are exceptionally well-motivated, in particular with regard to having control over how they learn. For example, children quickly become confident, independent learners who remain focused on the activity they have planned to do. Their interest in what they are doing demonstrates an excellent disposition to learning. This ensures children make rapid progress in their learning from their starting points. The utmost priority is given to the planning of a learning environment that successfully incorporates all seven areas of learning. Leaders and practitioners are involved in the planning of the educational programmes, and as a result the key person actively contributes to ensuring there are rich and varied opportunities that successfully extend children's learning and development. Practitioners follow children's interests and time their interventions exceptionally well. Children are challenged through practitioners excellent use of open-ended questions. Consequently, children learn to think and talk about what they are

doing, and this helps them to consolidate their own learning. For example, during snack time children are asked if there are enough cups. They count them and reply 'yes'. Practitioners continue to challenge them and ask 'are you sure, how many children are there?' Children are observed to re-consider, do a re-count and confirm confidently that there are enough. This significantly helps to develop children's confidence in communication, thinking and problem solving.

There are excellent systems in place for observing and assessing children's progress. Practitioners effectively utilise the knowledge of parents and use the information from observations during settling in sessions to inform the assessment of children's skills on entry to the provision. This helps the key person to very effectively plan for children's first day. The utmost priority is afforded to children's personal, social and emotional development during their transition from home to the provision. For example, parents are asked to provide photographs of key family members, familiar words, favourite toys and detailed information about children's home routines. This also helps the key person and parents to establish a first class partnership which results in children individual needs being met very effectively, and helps children to settle quickly.

There are excellent partnerships between parents, other providers and external agencies, such as the speech and language team, Social Services and the local authority inclusion team. This ensures that children's needs are quickly identified, and exceptionally well met as the nursery actively contributes to securing timely interventions and support. This helps to ensure gaps are closing. As a consequence, this is extremely effective in ensuring children are very well prepared for the transition to their next learning environment. Practitioners are extremely confident as they discuss the progress of individual children, and identify the correct development bands that children are presently working within. They are very clear about what children's next steps in learning are and clearly demonstrate how this is linked into the planning of activities and the learning environment. Partnerships with parents are given priority and this helps to promote the learning and development of all children. Leaders and practitioners are spoken very highly of by parents who describe them as 'going that extra mile'. They talk about how well the practitioners know their children, and how involved they feel with their children's learning. Parents attend regular meetings with their child's key person to discuss their children's progress both at home and in the setting. Parents comment on how committed practitioners are at keeping them well informed. They know how their child's day has gone, what they have eaten and drank, if there has been any accidents or concerns about their well-being. Children's progress is meticulously recorded through written observations, photographs and examples of children's work that are openly displayed throughout the setting.

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

Children quickly become independent in managing their own hygiene and personal needs. They enjoy singing songs about washing their hands as they are taught to wash and dry them properly. However, on rare occasions a child's hands are cleaned without explanation as to why this is important, which does not help to reinforce or consolidate the otherwise strong learning about good hygiene routines. Children independently help

themselves to water which shows that they are developing an understanding of the need to drink when they are thirsty. Children's physical skills and their enjoyment of the outside area is significantly enhanced through an environment that children ultimately find challenging and exciting. Children develop large motor skills and hone up their balancing skills as they learn to ride bikes and scooters over uneven ground. They confidently climb the steps to a slide and balance on tree stumps. Children are energetic and enthused by equally energetic practitioners as they join in a music and movement activity. They jump, spin and run as they wave their arms and move their bodies to the music. After reading a story about a bear hunt, children run outside. They become excited and caught up in a world of imagination as they run from an equally enthusiastic and vocal practitioner. They laugh and scream shouting 'the bear is coming'.

Children are provided with a nutritious and healthily balanced diet which the cook freshly prepares on a daily basis taking account of all allergies and specific dietary needs. Children plant and carefully tend vegetables in the vegetable patch. They pick these vegetables, wash and prepare them for the cook to use in their meals. This helps them to learn about healthy foods and the importance of a healthy diet. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they learn from visiting police how to stay safe from strangers, and cross the road safely. They practise an emergency evacuation which teaches them how to leave the premises quickly with an adult in an emergency. Children show they feel safe in their environment as they approach visitors to ask why they are there. They talk to them about their favourite activities, why they like coming to the nursery and graduate to asking for a turn on the visitor's laptop.

The key person system is very well embedded. This enables parents and children to quickly develop very strong bonds. This ensures children are quickly settled, and parents are very well supported. The open plan layout of the rooms are seen as very effective in supporting children as they move from one room to another. Children are observed to recognise familiar faces of practitioners and children in other rooms, and this helps them to settle quickly. Staff are exceptional role models, they model good behaviour, are polite with each other and work exceptionally well as a team. There is a strong emphasis on children learning to share and take turns. This helps children learn about acceptable behaviour and how to cooperate with others.

Practitioners give priority to enabling children to build on their existing skills and this helps them make rapid progress in all areas of learning. The exceptionally well-planned environment is significantly enhanced through the excellent use of resources, wide variety of interesting and varied activities, and play opportunities that promote children's independence and choice. This supports children's personal social and emotional development extremely well. Transition meetings and visits are held with schools to support children in their move to their next learning environment. Parents comment that the nursery helps their children get ready for school, and comment on the brilliant social skills they develop while at the nursery, which ultimately help prepare them extremely well for this move.

The effectiveness of the leadership and management of the early years

provision

Leadership and management is inspiring and there is a concentrated drive and commitment to continued improvement. All practitioners, parents and children are provided opportunities to be involved in evaluating the quality of the provision. Leadership and management make excellent use of the different formats they have introduced, such as staff meetings, parents forums and parental questionnaires, where they take full account of what practitioners and parents have to say. A robust action plan successfully targets areas they wish to improve and this has noticeably improved the quality of the provision. For example, practitioners identified that some children were at risk of delay in their understanding of number, and they discussed how numbers could be incorporated into the environment more effectively. The action taken has resulted in number work being well-embedded through improved practice, such as at snack time when children count the pieces of fruit they have sliced and the number of beakers they need. The recommendations from previous inspections have been successfully addressed. This has resulted in a marked improvement in the use of language and questioning techniques throughout the provision, and increased opportunities for children to develop greater independence at mealtimes.

Practitioners give the highest priority to safeguarding children. They demonstrate a first class understanding of signs and symptoms of abuse, and are extremely confident in their ability to implement safeguarding procedures in order to protect children. Priority is given to safeguarding training which all staff have attended. The safeguarding procedure is discussed, and made available to all practitioners, parents, carers and students. All practitioners hold valid first aid certificates, and are vigilant in recording accidents and existing injuries. The recruitment procedure is rigorous and ensures those working with children are suitable to do so, including relief practitioners. All required documentation is in place and reviewed at least annually through staff meetings. Robust risk assessments clearly identify possible hazards and the action taken by the provision to eliminate or reduce any risks.

The provision is committed to providing fully inclusive, high quality care to ensure that children continue to make excellent progress according to their starting points. Practice and its impact on children's learning is constantly monitored, and all practitioners attend regular supervision meetings and a yearly review where they discuss their professional development and identify individual training needs. The system to monitor practice involves all practitioners who reflect on each other's practice, and this helps to develop the confidence of less experienced practitioners. Practitioners are highly skilled at assessing children's progress and the effectiveness of the educational programmes, planning and assessments of their learning. This is based on their expert knowledge and understanding of how children learn, and the excellent team work that has evolved. The outstanding partnership working with external agencies and other providers ensures that children received the best possible care and support. This enhances their well-being and ensures they continue to make rapid progress in their learning.

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	EY303791
Local authority	Doncaster
Inspection number	912109
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	41
Number of children on roll	91
Name of provider	B J Bright Day Nurseries Ltd
Date of previous inspection	27/03/2012
Telephone number	01302 787906

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

