

# Sunny Day Nursery & Play Club

Middle Farm Barn, Middle Farm Way, Poundbury, DORCHESTER, Dorset, DT1 3WA

## Inspection date

22/08/2013

Previous inspection date

16/05/2013

## 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

- Strong and effective management inspires an enthusiastic team of staff to continuously improve and maintain good quality care for children.
- The nursery is resourced well with an exciting range of challenging resources that support all children's learning and development.
- Highly effective music sessions engage children's interest; encourages self-expression and effectively promotes language and mathematical skills.
- Children are confident and motivated learners. They behave well and develop positive relationships with staff and one another.

### It is not yet outstanding because

- Staff do not always communicate well with one another to ensure they are fully supporting all children's needs.
- Staff do not always organise mealtimes well which means there are occasions when some children spend too much time waiting.

## **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 indoors and outdoors.
- The inspectors spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspectors sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspectors examined self-evaluation documents.
- The inspector completed a joint observation with the manager.

## **Inspector**

Marilyn Joy and Amanda Shedden

## Full Report

### Information about the setting

Sunny Days Nursery opened in 1995 and transferred to the current premises in 2002. It is privately owned and is one of three Sunny Days' nurseries. It operates from a converted barn situated in the village of Poundbury, near to the town of Dorchester, Dorset. The accommodation is on two floors. The ground floor comprises of an entrance hall, five baby units, with one separate sleep room, two toddler units, and two pre-school rooms, each unit having its own integral kitchen and toilet facilities. The first floor, which is accessed by a lift or stairs, has the play loft soft play centre, a communal dining area and an after school and holiday club room. There is an enclosed, outdoor playground and grassed garden area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open from Monday to Friday, from 7am to 7pm, all year round. There are 356 children on roll between the ages of three months to 11 years, of these 239 are in the early years age range. Children aged eight to 11 years attend before and after school and during school holidays. Children may attend on a part or full-time basis and come from local communities around Dorchester. There is a team of 41 staff who work directly with the children. Of these, 26 hold relevant childcare qualifications and includes one member of staff with Early Years Professional Status; one with a level 6 qualification and two with a level 5 qualification. There are 15 members of staff who have not completed relevant qualifications. The nursery has an 'Investors in People' award and is a member of the National Day Nurseries Association. The provider also works in liaison with Dorset Sure Start and has a Quality Counts Investors in Children award.

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

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

- strengthen the communication between staff teams to help them work more consistently together and adapt activities according to individual needs
- review the arrangements for mealtimes so that children become more involved in this social occasion and achieve greater independence with less time waiting for one another.

### Inspection judgements

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

Children make good progress in their learning and, overall, benefit from knowledgeable staff who know them well. Staff complete regular observations and clearly monitor the progress children are making. Staff identify children's achievements and interests and use these to plan activities to extend their learning. Staff involve parents in this process when completing termly reviews of children's progression and progress checks for two-year-olds. Staff are fully aware of what to do if they have concerns about a child's development. They liaise closely with speech therapists and other professionals to introduce strategies for individual children. They provide dedicated adult support for children who need this and specific activities to encourage communication and language skills. Staff use planned activities as well as incidental opportunities to extend children's learning and support their progression. For most of the day children choose what they want to do. Good quality toys and equipment are stored in low-level storage units. This means children help themselves whenever they want to. They explore different materials, such as sand, water and dough, and become absorbed in books and drawing. Staff set some resources out to guide children's learning in a particular direction. Consequently, staff encourage children to link letter sounds with the written letter when helping them to complete an alphabet puzzle. Children cluster around the table and are keen to be involved. Older children demonstrate how confident they are when they ask for the remote control cars. Several children play excitedly together. They learn to negotiate and work with one another as they take turns and direct the cars around different obstacles, including staff and other children. Staff successfully support children's language skills well by helping them to communicate with one another and explain what they want.

Management arrange additional activities each week to extend children's experiences and learning. For example, music and dance specialists provide well planned sessions weekly, which children of all ages benefit from. Younger children and babies are fascinated and fully engaged with music sessions, purposefully planned for their developmental stage. Young babies examine various instruments while sitting with their carers enjoying the songs. Older babies try and use the instruments in different ways. They bang the drums enjoying the noise and sensation of the vibration through their hands. They join in some of actions and songs, which promote their physical and language development well. They explore the bells and other instruments as staff extend their vocabulary as they talk to them. Staff raise children's awareness of their bodies as they encourage children to touch different parts, such as knees and toes, as they join in with the song. Children are becoming skilled in using the instruments and familiar with a wide repertoire of songs. They are beginning to follow the beat and call out which songs they would like to sing. Children confidently join in with actions and build their mathematical understanding in a fun way when singing number songs.

Older children enthusiastically join in with well-planned music and movement sessions. They join in with stretching exercises to prepare their bodies for an active session. Children have fun as they energetically join in with different dance moves. Sometimes dance sessions are organised in the garden. However, staff do not always communicate effectively with each at these times or fully consider the impact of this session on indoor activities. Consequently, older children and staff who remain indoors cannot always hear one another very easily, particularly at story time.

Children's creativity and understanding of the world around them is promoted well

throughout the nursery. Children go on regular outings and find out about the local community when visiting older people in a residential home. Children learn to care for living things when planting seeds and growing vegetables in the garden. Children attending the holiday club go on weekly outings to explore local places of interests, as well as varied activities in the nursery. For example, they hunt for treasure in the nursery, create their own treasure maps and explore areas they do not usually visit, such as where the babies play. Young children learn about how things change when they become absorbed with mixing ingredients and watching what happens. They mix flour, salt and food colouring to make their own 'paint'. They use it outdoors on large pieces of paper to create their own works of art. They mix the ingredients together to make biscuits for tea, rolling and cutting out jungle animal shapes reflecting their theme. The interaction from staff supports children's efforts and helps them vocalise what they are doing and seeing. Older children confidently help themselves to paper, scissors and collage materials. They develop their hand-eye coordination as they create their own pictures and designs. Staff encourage children to add their names to their pictures and put them in their drawers when they have finished them. Children demonstrate the comfortable relationships they have with staff as they proudly show them what they have done. Children receive good support throughout the nursery to achieve the skills they need to prepare for school and for future learning.

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

Children enjoy their time at the nursery. Staff help them to settle when they first attend and when they move from one age group to another. Management forge links with local schools to support children when they move to school. All children benefit from an exciting and well resourced environment that challenges their all round development. The garden has areas in the sun and shade so that children can use it all year round. Staff are vigilant in using sun cream to protect children's skin from burning in the sun. There are slopes to run down and a sand tray to explore. Children grow vegetables and a pumpkin to harvest in the Autumn. All ages, from babies to older children attending the play club, benefit from the space available. There are covered outdoor areas that children can use whatever the weather and a sensory room for babies and children who benefit from sensory stimulation. Children attending the after-school and play club have their own space upstairs and there is soft play area that offers an alternative for physical play when it is raining. Children's physical skills are supported well through the range of equipment and activities available. Children learn how to use equipment safely. They usually help to tidy the toys away to prevent tripping hazards and prepare for the next activity. Children behave well because staff help them understand what is expected. Staff provide frequent praise and encouragement which boosts their confidence and self-esteem.

Children are happy and settled in the nursery. They play enthusiastically and develop strong bonds with staff and friendships with one another. Each child is allocated a key person who takes responsibility for responding to their individual needs and liaising with parents. Children benefit from cuddles with them when they are tired and unsure. Generally staff are vigilant and responsive to individual needs. However, occasionally staff do not always communicate effectively with one another to make sure they respond

quickly and in the most effective manner. For example, a member of staff continues with her responsibility to change several children's nappies rather settling one of the children to sleep when they are ready.

Children receive good support to develop a healthy lifestyle in the nursery. They enjoy balanced and nutritious meals that are freshly prepared daily. Staff are fully aware of individual dietary requirements and effective measures are taken to ensure these are complied with. Children enjoy healthy snacks of fruit and vegetables as well as treats for special occasions. Older children proudly share their birthday cake with their friends. Children usually practice their independence skills at snack and meal times when they pour their own drinks and tidy away afterwards. Sometimes lunch takes a long time because staff have to set up the tables and then children serve themselves one at a time. Children then wait for everyone to finish before they have their dessert. Children sitting around a circular table chatter to one another and mealtimes become a social occasion. However, on occasion the organisation of the lunch period results in children having to spend time waiting and some of them get restless or upset at this. After lunch, staff sing songs with children while they are waiting to return to their playroom downstairs.

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

The nursery is organised well and benefits from a strong management team who have a thorough understanding of the Statutory Framework for the Early Years Foundation Stage and their responsibilities. Management and staff implement effective policies and procedures to ensure all requirements are met. Management have high expectations for children and the nursery. Staff are enthusiastic and keen to support continuous improvement through monitoring and evaluation of their practice. Children benefit from knowledgeable staff who support them well overall. Consequently, they make good progress in all aspects of their learning.

Management and staff place a clear emphasis on keeping children safe. They have a clear understanding of child protection issues and the procedures to follow if they have concerns about a child in their care. Staff check the safety of the premises daily. They follow clear procedures for keeping children safe on outings, whether this is going for a walk or travelling in the minibuses. Key pad entry to the nursery and monitoring of the entrance helps prevent unwelcome visitors to the nursery and children leaving unaccompanied.

Management use robust monitoring systems to help them improve outcomes for children. Staff develop their own action plans to help them focus on securing improvement in each of the play rooms. Most areas for development are identified. Management review plans regularly and positively encourage further development. Company audits and visits from the local authority also contribute towards effective monitoring arrangements. Management recognise most areas for further development. They respond promptly and effectively to feedback and use it as an opportunity to improve their practice. For example, when a child has an accident staff followed the nursery's policies and procedures

appropriately. They record the accident and then provide parents with a copy of the report to make sure they are fully informed of what has happened. However, following feedback from parents after their child had an accident, management realised that accident recording did not always provide parents with clear information about what had happened due the language they used. This resulted in unnecessary concern for the parents. Consequently, management undertook a thorough review of their accident procedures and made changes to improve their practice. They held meetings with staff to ensure they fully understand what they need to do. They discussed the meanings of words they are using in accident reports to help ensure they accurately reflect what has happened. Subsequently, senior staff review records to ensure parents receive accurate information and monitor where accidents occur in order to take preventative action for the future. Most staff have completed first aid training and this is updated regularly. First aid supplies are readily available should they be needed and the contents are checked regularly as part of health and safety arrangements.

Management use effective systems for the recruitment and employment of staff and checking their suitability to work with children. Management are supported well by the company with support and regular training opportunities. A comprehensive manual provides staff with clear details of working practices. Induction arrangements are thorough and help ensure staff understand their roles and responsibilities. This is reinforced through effective performance management and training.

Management and staff develop positive relationships with parents. They fully involve them in children's learning and life of the nursery. Parents receive clear information about the nursery and have regular opportunities to speak with staff. Parents are pleased with the care their children receive and the variety of activities they enjoy. They comment on supportive settling in arrangements when they first join the nursery when they move through the different age groups. Staff work closely with other professionals and settings children attend to support any additional needs and achieve continuity in their care and learning.

### **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>	EY216520
<b>Local authority</b>	Dorset
<b>Inspection number</b>	930441
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	173
<b>Number of children on roll</b>	356
<b>Name of provider</b>	Sunny Day Nurseries Ltd
<b>Date of previous inspection</b>	16/05/2013
<b>Telephone number</b>	01305 268577

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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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