

# Sunshine Day Nursery

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

## Inspection date

21/10/2013

Previous inspection date

29/04/2013

## The quality and standards of the early years provision

**This inspection:**

3

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children and babies make effective progress in their learning and development as the staff efficiently observe, assess and track their achievements and use this information to plan activities that provide support and challenge.
- The suitable key person system means that staff work in partnership with parents and get to know each child individually. This contributes to the children feeling secure, settled and happy during their time in the nursery.
- Children are provided with nutritious meals and snacks and they develop a sound understanding of what constitutes a healthy diet.

### It is not yet good because

- The nursery is not consistently providing the highest quality childcare as the staff are not always deployed well to provide cover during lunch breaks.
- The manager does not monitor the risk assessment of outings well enough to ensure staff consistently minimise potential hazards on the journey to and from local primary schools.
- Older children are sometimes disturbed while they sleep due to distractions within the environment.
- The opportunities for two-year-old children to play actively and make choices about their play are not fully maximised during the daily routines.

## 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 observed activities in the indoor learning environment; this included a joint observation with the officer in charge from the sister nursery.
- The inspector walked with staff to nearby primary schools to collect children attending after school care.
- The inspector held discussions with the staff and children.
- The inspector viewed a sample of the children's development records.  
The inspector saw evidence of suitability and qualifications of the staff, risk assessment, some policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Patricia Champion

## **Full Report**

### **Information about the setting**

Sunshine Day Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four playrooms within a two-storey converted building in Westcliff-on-Sea, Essex. It is one of two settings privately run and managed by the same limited company. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery also employs a cook.

The nursery opens Monday to Friday all year round. Opening times are from 7am until 7pm. Children attend for a variety of sessions. There are currently 86 children attending who are within the early years age group. There are also five children aged between five and 11 years. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve staffing arrangements to meet the needs of children, by ensuring that sufficient staff are deployed to cover lunch breaks.

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

- monitor the system staff use to risk assess outings more closely to make sure it is consistently applied, particularly in relation to taking and collecting children while on the school run
- help children to feel more emotionally secure, for example, by improving the sleeping arrangements for older children to give them more privacy so they can sleep peacefully and undisturbed
- extend active learning by reviewing the routines and the use of space, so that two-year-old children have more sustained time to choose their activities and make decisions about their play.

## Inspection judgements

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

Staff demonstrate a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They are confident with systems to observe and assess children. As a result, they are able to support children in making good progress. Children's achievements are recorded in their learning journal with observations, photographs and examples of their artwork. Their individual starting points are discussed by parents and the key person during the settling-in period. Detailed plans regarding each child's next steps are established to form a shared baseline for children's learning. There is a robust system in place for tracking children to ensure that no child gets left behind. In addition to summary reports, a focused progress report is completed when children reach the age of two. This identifies if there are any gaps in learning, or whether children need additional support. There is an effective system in place to support children with special educational needs and/or disabilities and the special educational needs coordinator is well qualified for the role.

Interaction between the staff and children is effective and language development is fostered well. Children with speech delay are closely supported with the use of sign language as they share useful words and phrases. Young children and babies enjoy babbling and using sounds and readily communicate their needs and feelings. Staff chat to children to encourage conversations and plan activities in line with the 'Every Child A Talker' programme. They take every opportunity to increase vocabulary and imitate what children say and repeat words back, so that children can hear the words said correctly. Older children are becoming confident communicators and readily take turns in conversations and express themselves clearly. All children enjoy songs and rhymes and eagerly listen to favourite stories, anticipating what may be on the next page. Children develop early reading skills as they recognise their names on labels and learn about sounds and letters. This lays the foundation for children's future learning, in readiness for starting school.

Children are animated and enthusiastic as they make choices and decisions about their activities. This is because they are able to select and access resources easily. Children generally sit and listen well at group times; staff encourage them to put forward their thoughts and ideas, which most do with confidence. However, there is scope to extend active play further as at times the nursery routine interrupts the opportunities for children to develop their own ideas and child-initiated activities. For example, sometimes two-year-old children sit for extended periods in group activities and become distracted when they find it difficult to maintain concentration. This impacts on their enjoyment and involvement in some adult-led activities.

Children confidently acquire new skills through the play activities provided for them. Numeracy and mathematical skills are developed as children have many opportunities to count or explore shapes, capacity and volume. The role-play areas are favourite places and staff become involved as they all take part in imaginative journeys on a magic carpet or build a bus to transport them to the beach. Babies and young children are offered many

sensory opportunities to explore and investigate without a desired end result. For example, they experiment with shaving foam or examine a variety of natural and man-made objects in treasure baskets. They are given time to make sense of these materials and delight in exploring new textures.

Staff share information with parents about their children's progress and achievements verbally each day, through the diary sheets and more formally through a consultation process. Parents can view the learning journals at any time and they are also invited to contribute photographs or their comments about children's learning at home. Parents also become involved in their children's learning by attending special events, such as open days. They also take part in activities with their children, such as recording and taking photographs of the adventures of the nursery toy dog, when they take this on holidays.

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

Babies and young children feel safe and secure in their relationships with the staff because transitions into the nursery are managed well. The staff demonstrate warm and friendly behaviour towards young children, and show genuine empathy when children are settling into the nursery environment. From the outset, staff find out about babies' established routines for feeding and sleeping. They continue these to promote continuity of care and a sense of belonging. The staff encourage settling-in sessions so that babies become familiar with their surroundings and the people caring for them. The key person system is suitably implemented. As a result, every child has a named adult who plans for their development and takes responsibility for their daily well-being.

Children are sociable and confident. The staff are courteous role models and as a result, children play cooperatively with their friends and quickly learn what is acceptable behaviour. The staff use positive behaviour management strategies and children's self-esteem is enhanced as they receive praise for good behaviour, effort and achievement. Different cultures are reflected in the resources and books on offer so that children learn to respect each other's similarities and differences. There are suitable routines in place to help children learn to keep themselves safe. For example, children practise fire drills so they can swiftly evacuate the premises in an emergency. On outings, there are generally reasonable arrangements for children to learn about road safety and the importance of walking responsibly along the footpaths.

Children are learning about healthy lifestyles because they are provided with a range of nutritious meals and snacks. In addition, the cook offers cookery lessons to parents so they can continue to support children's healthy diets at home. Babies develop independence skills as they learn to feed themselves and older children pour their own drinks and serve their food. All staff are knowledgeable about children's special dietary requirements and key staff have attended training to deal with severe allergies or anaphylactic reactions. High standards of cleanliness are maintained in the nursery and there is a continuous maintenance programme to ensure that the play environments remain fresh and welcoming. The staff follow effective hygiene procedures when changing nappies, to prevent the risk of cross-infection. The nursery kitchen has achieved a five star rating for food safety from an environmental health officer.

Children have suitable opportunities for fresh air and exercise. They bring boots and coats so they can play outdoors throughout the year and go on outings or nature walks in the vicinity. During very wet weather, space is cleared in the playroom on the first floor, so that children have opportunities to develop their physical skills using a range of soft play apparatus. They particularly enjoy climbing, crawling and clambering over a variety of obstacles. Babies have a designated sleep room where they rest peacefully and undisturbed. Although sufficient space is cleared for older children to relax, this does not always enable them to sleep calmly without interruption. This is due to distractions when parents enter the nursery and staff or children pass through the sleep area to use the adjacent toilet facilities.

The staff are well aware of their role in ensuring that children are well supported as they move rooms within the nursery or transfer on to school. Effective lines of communication are in place to aid this process for children, parents and the new key persons. This helps to ensure that children have a firm base from which to build their growing independence and confidence.

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

The staff have a suitable knowledge and understanding of the safeguarding and welfare requirements. The registered provider follows robust procedures when recruiting and vetting staff to ensure they are suitable to work with children. In addition, induction procedures and supervision meetings ensure that staff are aware of their roles and responsibilities to support and maintain children's well-being. Regular staff meetings ensure all staff are kept informed of any changes and have opportunities to discuss ideas or cascade information from training. The minimum requirements regarding staffing levels are generally met. However, the staff are not always effectively deployed to provide cover when their colleagues take their break at lunch time. There is no evidence to suggest that children are at risk of harm, but as a result, the nursery is not providing the highest quality of care with optimum support for each individual child.

Arrangements for safeguarding children in the nursery are mainly effective. Staff understand the child protection procedure and they know what to do if they are concerned about a child in their care. Risk assessments and daily checks are carried out to ensure the premises, play equipment and activities are safe. This inspection took place following a notification of an incident during an outing, when a child went missing, for a short period, in a school playground. The nursery has taken this event seriously and has taken steps to reduce the likelihood of this reoccurring. This means that the nursery children do not now accompany staff when collecting older children from school. However, school-age children are not robustly protected as the monitoring system for the risk assessment of outings is not rigorous. This means that although children are closely supervised, staff are not consistently minimising potential risks on the journey to and from school.

The management and staff are committed to the continual development of the nursery. Staff attend regular training courses and understand the importance of developing their

professional knowledge and understanding. Assessments and planning documentation is reviewed on a regular basis. The management monitor this information to make sure it displays an accurate picture of all children's skills, abilities and progress. The staff have successfully addressed the recommendations made at the previous inspection. This has resulted in the provision of a new creative trolley that enables children to independently select craft materials and tools to extend their ideas and produce highly original artwork. In addition, staff are now more conscious of the need to maximise children's interest and learning through the use of skilful questions and effective challenges.

Staff have developed very friendly relationships with parents based on a mutual respect and understanding. A wealth of information is displayed in the nursery. There is an easy to navigate website to ensure that parents are updated on any changes or forthcoming events. Children and parents are given a warm welcome as they arrive at various times during the day. Parents are quick to praise the care staff give to their children and speak highly about the impact the nursery has had on their children's learning and development. The staff have forged helpful partnerships with the teaching staff at local schools. This helps to promote smooth transitions and continuity in children's care and learning. There are also well-established links with professionals within the local authority and the nursery has successfully taken part in a recognised quality assurance programme.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY273928
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	939648
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	53
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Sunshine Day Nursery 2003 Limited
<b>Date of previous inspection</b>	29/04/2013
<b>Telephone number</b>	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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Piccadilly Gate  
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