

Sunshine Day Nursery York Ltd

410 Huntington Road, YORK, North Yorkshire, YO31 9HU

Inspection date	05/09/2013
Previous inspection date	19/03/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not adequately safeguarded in the setting because staff are not effectively deployed in the outdoor area at all times and they do not sufficiently identify risks to prevent accidents occurring.
- Staff do not provide a safe and stimulating environment outdoors in order to allow children to play freely and safely and children's welfare needs are not always well met.
- Staffing is not arranged to ensure there is always a manager or deputy on site. Therefore, there is no person who accepts full responsibility to take charge in the manager's absence to ensure children's needs are met effectively.
- Children's learning is not adequately supported because staff do not consistently plan a range of learning opportunities to meet children's individual needs, routinely complete baseline assessments or use children's next steps appropriately. In addition, staff are not all consistently coached and monitored to develop their understanding of the planning system.
- Significant changes to the childcare provision are not always notified to Ofsted. This means staff do not fully understand their role and responsibilities when caring for older children.

It has the following strengths

- Partnerships with parents are positive because staff listen to parents' views and keep them informed of their child's day.

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 children in all three baserooms and the outdoor area.
 - The inspector completed a joint observation with the provider of the setting.
 - The inspector held meetings with the provider and two parents.
 - A range of documents in each baseroom were inspected including observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures, risk assessments, accident records and the setting's self-evaluation documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

Sunshine Day Nursery was registered in 2005. It is registered on the Early Years Register and is situated in a three-storey building with an additional annexe to care for babies. There is no lift facility. The setting is situated in the Huntington area of York and is privately owned and managed. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3. The setting opens Monday to Friday all year round and sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 80 children on roll, of whom 60 are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure staff are deployed effectively to adequately supervise all children, with specific regard to the outdoor area

ensure risk assessments are clear in assessing any risks to children's safety and coach and mentor staff to understand the importance of risk assessing the premises and equipment

ensure the outdoor area is organised so that there is sufficient space for children to play safely.

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

- ensure there is a named deputy to take charge in the manager's absence
- consider the individual needs and stage of development for each child and use this information to plan a range of challenging and enjoyable experiences for each child and monitor their progress
- develop staff members' understanding of how to plan for children's individual needs through regular coaching and monitoring.

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

- develop a system to ensure food provided for children is served at an adequate temperature
- strengthen systems for evaluation and monitoring to ensure targets for improvement are identified and prioritised.

Inspection judgements

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

Children are not making adequate progress in their learning and development because staff do not have a clear understanding or how to plan to meet children's individual needs. Staff regularly observe children and plan their next steps. However, children's next steps

are not used to plan a range of challenging or motivating experiences for children. Staff do not have a thorough understanding of how to monitor children's progress. Consequently, many children do not have any form of baseline assessment or tracking of their progress. Staff are unaware of any emerging gaps in children's learning and are, therefore, not able to quickly close them.

Children access a range of resources and clearly enjoy the free choice. For example, during the inspection some children explored wooden objects in the heuristic play while other children played with play dough. Staff are deployed well indoors, but they do not consistently use play opportunities in order to extend children's learning and support them to make adequate progress. For example, staff watched children make marks in shaving foam, but did not engage in conversation or help children to understand and explore the marks they were making. Older children are starting to develop the skills they will need for school. For example, most children were seen to sit well and listen to a range of stories and songs. Staff listened to children's preferences and the majority of children behaved appropriately towards each other.

Parents feel valued and included in their child's learning and development. Staff ensure they discuss each child's day with parents when they collect their child. Regular newsletters and emails keep parents aware of what is happening in the setting the parents' information board has relevant information displayed. Displays of children's artwork and photographs of activities give parents information on what children do during their day.

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

Children are not adequately supervised when playing outdoors to ensure they are kept safe and their welfare needs well met. Staff do not deploy themselves sufficiently to prevent accidents and, consequently, children sustain a number of injuries. Staff do record accidents and inform parents. However, careful consideration is not given to planning the outdoor environment to ensure there is sufficient space for children to play safely and freely.

Most children behave appropriately because staff discuss the rules and boundaries children are expected to observe. For example, children walk down stairs holding onto the handrail ready to play outdoors. However, when children are outdoors they take unnecessary risks in their play, which is not sufficiently supervised by staff. For instance, during the inspection, children climbed up the slide and staff did not tell them that this was not safe, while a child accidentally knocked a baby over while pulling large equipment across the outdoor area. This means children are not effectively learning about the dangers in the environment.

All children have a key person who supports them to settle into the setting. Each key person liaises with parents to gather information on children's routines and their individual care needs. Parents feel the transition process is positive with staff allowing siblings to visit each other in different rooms to help each other feel safe and secure. In addition, transitions to school and other settings are supported well because staff invite each child's new key person into the setting and share transition reports. This supports children to

enjoy a smooth transition.

Most children are provided with packed meals from home, which staff reheat at mealtimes. Staff advise parents on suitable foods to pack and a number of children are provided with food, which is delivered daily to the setting from a local caterer. Children sit with their friends at mealtimes and enjoy a sociable time. However, some children sit down to eat 25 minutes after their food has been heated and it is, therefore, cold for them to eat. This means children are not receiving a warm meal as expected by parents.

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

Children are not adequately safeguarded in the setting because staff are not vigilant in supervising children during outdoor play. Consequently, the inspection was brought forward by Ofsted following a serious accident to a child. Risk assessments are in place, but are not robust and clear in assessing risks to children and staff do not routinely follow risk assessments. This is also a breach in the Childcare Register. Consequently, children are not always protected from harm.

The provider co-manages the setting with another manager and between them they are responsible for the day-to-day running of the setting. However, at times neither manager is on site and there is no named deputy or member of staff who fully understands the responsibility of ensuring children's, parental and staff needs are fully met. This means children are not effectively safeguarded when the provider and manager are absent

The provider has a clear process for selection and recruitment and all staff are fully vetted to ensure they are suitable to work with children. All staff have received safeguarding training to ensure they are familiar with the signs and symptoms of abuse and are knowledgeable about the course of action to take if they are concerned about a child. All staff are subject to an induction when they start at the setting and regular supervisory meetings and appraisals are in place. Staff are able to attend a variety of training courses and the setting is working closely with the local authority to improve the current system for planning. However, staff require further coaching and monitoring to fully understand how to meet children's individual learning and development needs.

Partnerships with parents are positive with parents feeling they can talk to the staff regarding any issues they may have. Compliments cards are plentiful and parents feel included in the life of the setting. Staff use parents' views and regularly evaluate the setting using the Ofsted self-evaluation document. However, priorities for improvement are not always fully recognised and, therefore, not precisely targeted to ensure the setting makes continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	EY308996
Local authority	York
Inspection number	934575
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	80
Name of provider	Sunshine Day Nursery (York) Ltd
Date of previous inspection	19/03/2009
Telephone number	01904 627164

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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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