

Little Sunshines Day Care

12 Hemming Way, Bishops Cleeve, CHELTENHAM, Gloucestershire, GL52 8DN

Inspection date	11/12/2013
Previous inspection date	09/12/2008

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

- Children develop strong bonds with their key person and as a result they are happy, content and comfortable in their surroundings.
- The staff know their children well and are able to recognise when children need challenge and support.
- Safeguarding requirements are met well which means that children's well being is supported effectively.
- Staff have developed strong partnerships with parents, carers and other professionals which results in the regular sharing of detailed information about children's learning and development.

It is not yet outstanding because

- Although children are taken outside regularly to use the outside play areas, they are not able to wander freely between the inside and outside areas. This means they are unable to continue and develop their play further outside.

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 both play rooms and the garden.
- The inspector held a meeting with the manager/owner of the provision.
- The inspector invited the manager to carry out a joint observation.
- The inspector had discussions with staff and children.
- The inspector checked the evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector also sampled a range of documentation including children's records, safeguarding procedures and risk assessments.

Inspector

Hilary Tierney

Full report

Information about the setting

Little Sunshines Day Care registered in 2007 and is privately owned. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built, single storey building in a residential area of Bishops Cleeve, near Cheltenham, Gloucestershire. The premises consist of two base rooms; the blue room for children under three years with a divided area for babies, and the red room for preschool children. There is a sleep room, milk kitchen area, staff room, kitchen and disabled access. All children share access to an enclosed, outdoor play area with grass and a low impact surface area. There is also an enclosed hard standing area that can be used for outside play. The nursery is open each weekday from 8am until 6pm, all year round. The nursery closes for one week between Christmas and New Year. The nursery is within walking distance of local shops, a library, a park, Grangefield School and Bishops Cleeve Primary School. There are currently 60 children all in the early years age range on roll. The nursery receives funding for free early education for children aged two, three and four years. The nursery is able to offer support to children who have special educational needs and/or disabilities and those who have English as an additional language. Children come from within the town or from the surrounding areas. There are 10 members of staff permanently working with the children, including the joint owners. Of these, seven hold appropriate early years qualifications and one is in the process of completing early years professional status qualification. There is also a cook and administrator. Partnership arrangements are in place with nearby early years providers.

What the setting needs to do to improve further

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

- develop ways to increase opportunities for children so they are able to choose between inside and outside play.

Inspection judgements

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

Children enjoy their time at the setting and make friends quickly as they play and interact. All areas of learning are covered well through carefully planned activities, which are based on what children know and are interested in. Staff have completed training in the 'Every Child a Talker' programme and, as a result, children's communication and language skills are developing well. Staff speak to children constantly and clearly. They ensure that they have eye contact with the youngest children as they talk to them. Children have easy access to books and all ages enjoy looking at books alone and with the staff. The preschool children sit enthralled in a story read by a member of staff. She encourages the children to take part in the story by finishing sentences, touching the puppet and pointing

out what is on the page. Children are able to develop early writing skills as they have easy access to writing materials, such as chalks. The youngest children enjoy sitting in a cosy corner looking at the books by themselves. They understand how to turn the pages carefully.

Staff help children develop their personal, social and emotional development through good role modelling. They encourage children to be nice to each other and remind them about sharing and taking turns. Children enjoy role play and acting out real life situations. For example, a group of children dress up and sit in the book corner pretending to be on a plane. When a child says it is getting bumpy, all the children start jumping up and down on their seats and falling off them, laughing. The youngest children enjoy role play and making tea for a member of staff, telling them to be careful as the tea is hot.

Children develop their physical skills through outside play where they are able to climb, run, and explore the outside world. The preschool children take part in activities that develop their understanding of mathematical language; for example, they sit with a member of staff who helps them count small animals which correspond to a card with numbers they have chosen. Children are then given another card with a different number and the member of staff asks them what number they have on the card, how many figures they have and how many do they need to take away so they have the right number. Children are able to confidently count to 20 and beyond.

Children enjoy exploring the world around them. They take great delight in finding magnifying glasses and looking at rice, stones, leaves and farm animals through the glasses. The member of staff carefully uses open questions to help children think and problem solve during this activity. For example, she asks children whether the items are big or small as they look through the glasses. Children are acquiring the skills, attitudes and dispositions they need to help prepare them for their next stages in learning or school.

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

Children are confident and happy as they interact with each other and the staff. Young children have close bonds with their key person, which enables them to settle quickly and grow in confidence. Children play in a calm, caring environment where they are able to access resources easily. Young children enjoy exploring their surroundings, for example, they explore the ball pool by climbing in and sitting amongst the balls. Staff help children understand the world around them through providing sensory baskets, such as a bottle with various items in for the babies to shake. These have small holes in the lids so children are able to smell the contents. The younger children are helped with the move to the next rooms with regular visits with their key person to the preschool room. The preschool children are confident and have a sense of belonging at the setting.

Staff teach the children about healthy lifestyles. They encourage children to wash their hands after being outside, using the toilet and before eating. Children understand why they need to be careful of germs, for example, during an activity children are reminded to

wait until the member of staff has cleaned the tray before they touch it. A child reminds their friends not to touch as they arrive at the table as there may be germs. During mealtimes children sit well to eat. The preschool children are encouraged to serve themselves. They get their own bowls and cutlery and drinks bottles. Children then confidently serve themselves from the large bowl on their table. Children talk happily with each other as they eat. They are able to help themselves to more food when necessary. Children are well behaved and understand the rules of the setting. They are able to settle minor disagreement between themselves; for example, when a child tried to take a magnifying glass from another child, they were told it was not nice to snatch and to ask nicely.

All children have regular access to the enclosed outside space. They are taken out in groups throughout the day. Children enjoy exploring the world around them and enjoy being able to play in the mud kitchen, climb and ride bikes. However, although the preschool room has doors that lead to the garden area, children are not able to freely access the outside space, which means that children are not able to develop their play further outside.

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

The providers demonstrate a good understanding about their responsibilities in meeting the safeguarding and welfare requirements. They have good procedures for checking the staff are suitable to work with the children. Robust procedures for the recruitment, induction and supervision of staff ensure they work closely as a team and are able to contribute to the evaluation of their practice and improvements. Staff demonstrate a clear understanding about safeguarding procedures and they are clear about what to do if they have any concerns about children in their care. Both staff and management carry out detailed risk assessments regularly to ensure the environment is safe for the children.

The providers and staff demonstrate a clear understanding about their responsibilities in meeting the learning and development requirements. Staff demonstrate they know their key children well and work closely with parents to highlight children's next steps and interests. Staff complete progress checks for children aged two years and share these with parents, which helps them to monitor children who may need extra support.

There are strong relationships with the parents. They receive detailed information about their child's progress and day. Parents' views are regularly requested and staff work hard to accommodate suggestions from them. Regular monthly meetings between the parents and their child's key person help parents to understand how their child is developing and learning. A detailed notice board helps parents keep up-to-date with current legislation and the learning outcomes for children. Parents are invited to contribute to the improvements through being able to write on a board what they would like to staff to do. Partnerships with other settings are developing well. The staff regularly share information with any early years setting a child attends, including other nurseries or childminders. This ensures that all adults are able to contribute to children's learning and development.

Both the management and the staff are dedicated to provide good quality childcare. They work well as a team. All staff are able to contribute to the evaluation of the setting and take pride in their work. There is clear direction and enthusiasm from the owner/manager and this motivates the staff. Clear action plans are developed to help the setting improve. They are also in the process of completing the Bristol Quality Assurance scheme, which helps them to evaluate and improve their practice in more detail.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY361128
Local authority	Gloucestershire
Inspection number	918103
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	60
Name of provider	Little Sunshines Day Care Partnership
Date of previous inspection	09/12/2008
Telephone number	01242674613

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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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