

Sunshine Day Nursery York Ltd

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

Inspection date	13/02/2014
Previous inspection date	05/09/2013

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 are motivated and keen to learn because practitioners are confident in their teaching and make the activities they provide interesting and fun. Consequently, children continually further their learning and make good progress in their development.
- Practitioners know they are all accountable for keeping children safe. As a result, children are well-supervised and kept free from harm.
- Partnership working with parents is very good, which promotes the highly effective sharing of information. This means practitioners know children and their families very well and can provide care that is tailored to their individual needs.
- Children's transitions into this well-managed and welcoming nursery are supported very effectively. Consequently, they settle quickly and are happy to leave their parents.

It is not yet outstanding because

- There is scope to enrich the opportunities for children to play imaginatively and use a variety of tools for a purpose in the sand tray outdoors.
- Occasionally, the organisation of lunch time does not provide rich opportunities for older children to engage with practitioners, which means they do not consistently benefit fully from the social experience of meal times.

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 had a tour of the premises and observed children playing in all the play rooms and the outdoor area.
- The inspector met with the owner/manager and spoke with practitioners and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the owner/manager that involved a group of very young children making buns.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Diane Turner

Full report

Information about the setting

Sunshine Day Nursery was registered in 2005. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a three-storey building, with an additional annexe for babies. There is no lift facility. The nursery 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 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, one at level 5 and one has Qualified Teacher Status. The setting opens Monday to Friday all year round from 7.30am until 6pm, except for a week at Christmas and all bank holidays. Children attend for a variety of sessions. There are currently 93 children on roll, 88 of whom 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

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

- enrich children's outdoor play experiences further by extending the range of resources in the play house and sand tray, such as making props that support role play, spades for digging and containers for filling and emptying, readily available
- strengthen the organisation of lunch time so all older children are consistently supported by practitioners and benefit fully from the social experience of the activity.

Inspection judgements

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

Practitioners are very confident in their teaching and make clear links between observation, assessment and planning of activities. Consequently, children have rich learning experiences that are tailored to their individual developmental needs and interests. This means they become active learners who constantly develop their knowledge and are fully prepared for the transition to school when the time comes. Practitioners give high priority to supporting children's development in communication and language. They make activities relating to this fun for children, by incorporating the use of props. For example, a practitioner sits with a small group of babies; she shakes a bag and enthusiastically says 'Oh, what have we got in the bag'. This raises their curiosity and captures their attention. The practitioner brings out several cut out ducks, carefully counts

them and gives the babies responsibility to place them on a foil blanket, to represent a pond. She skilfully brings in mathematical language by emphasising that one is a 'big mummy duck', to which one baby responds with 'quack'. This shows the child is making connections in his learning and communicating his ideas. The practitioner acknowledges this with delight and reinforces the child's learning with her response of 'Good, ducks say quack, quack.' Consequently, children develop confidence in their abilities.

Practitioners provide a bright and stimulating environment for children to play and learn. Resources are well presented and support children to make choices and become independent learners. For example, toddlers delight in exploring ice cubes, showing surprise at how cold these are and the water that results as they melt. Older children sit quietly and enjoying looking at books. This shows children are learning about cause and effect and using books to gain information in their own way. Toddlers use a variety of tools to dig in sand indoors and older children use their imagination to act out real life experiences. For example, styling their hair in an area set up to represent a 'hair salon'. However, these rich opportunities are not consistently extended to the outdoor play area. For example, the play house is not equipped with props, to fully support children's imaginative play and there is only a basic selection of tools in the sand tray. This means these aspects of children's learning outdoors are not supported as well as they could be.

Children have good opportunities take part in group activities, which means they learn from one another and cooperate to achieve a shared goal. For example, a practitioner asks children to listen as she claps out a rhythm and to repeat this back to her. Another practitioner suggests strategies for them to use, such as holding up both thumbs until her colleague has finished clapping out the sequence. This means children concentrate on listening and can then respond correctly. As practitioners use a parachute with a group of toddlers they first ask them to hold hands and spread out to make a circle to enclose the parachute. They praise children's efforts with their response of 'What a brilliant circle'. Practitioners clearly explain to children that they all need to hold the parachute tightly and use their hands to waft and lift it together. As a result, of their efforts children delight in watching the parachute mushroom up in the air. This teaches them the value of shared learning. Parents are fully informed of their children's developmental progress because practitioners make their child's individual progress files accessible to them at all times. Parents readily share their observations of children's learning at home with practitioners. For example, through comments they include in their communication diary, notes on observation boards and providing photographs to include in their child's learning record. This very good two-way flow of information means key persons have a holistic view of children's progress and can plan precisely for the next steps in their learning. It also means parents have a detailed record of their child's formative years, to treasure in years to come.

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

Children's transitions into the nursery are managed very effectively, which makes the experience a pleasant one for the child and their family. For example, children are allocated a key person who gathers as much information as possible about the child as an individual. Parents are given a box to take home that contains items which reflect the

personality and interests of their child's key person. This means parents have a good picture of the person who will be taking a special interest in their child and can share this information with them. Consequently, children develop strong bonds with their carers and leave their parents happily on arrival at the nursery. Practitioners pay good attention to supporting children to behave well. This means children develop into polite and responsible individuals. For example, they teach them to use good manners at meal times. Practitioners caring for younger children remind them to 'use their words' to communicate their needs and agreed rules and boundaries for working together are drawn up with older children. These are displayed and children either add their name or finger print to the poster, to show these have been discussed with them. Practitioners use the poster, where necessary, to remind children of what is expected of them in the nursery. Areas are provided in all rooms where children can sit quietly or have some space to themselves according to their needs.

Practitioners give good attention to promoting the benefits of physical exercise as part of a healthy lifestyle. Children of all ages have daily opportunities to access the outdoor area. They relish the added dimension this brings to their play and develop good control of their bodies as they use a variety of equipment. For instance, older children confidently manoeuvre wheeled toys around cones. They thoroughly enjoy running with lengths of ribbon behind them in the wind and twirling these to make various patterns. Babies sit on a mat outside and explore musical instruments, which means even though they may not be fully mobile, they still benefit from fresh air. Babies also have good opportunities to develop their small muscles indoors through activities, such as making buns using chocolate and cereal. For example, a practitioner models how to use a toy hammer to break the chocolate up. She emphasises words, such as 'bash, bash', as she does so, which helps children to make connections and to use repeated movements. Babies delight in 'having a go' themselves, which helps them to develop their coordination. Practitioners sit with younger children to eat and promote conversation to make the experience a pleasant social occasion. They provide them with good support and guidance to promote healthy eating. For example, one practitioner says 'Mmm nice stew and dumplings and yummy vegetables' as she serves children this. Older children are encouraged to serve their own food, which promotes their independence. However, practitioners sometimes do not engage consistently with all older children at this time as tables are not always organised effectively, to enable them to do so. This means older ones do not always benefit fully from the social experience of meal times as well as younger children do.

Practitioners pay good attention to supporting children to become confident and independent in their self-care. This further prepares them for school. For instance, practitioners provide an area in the toddler room where children can dress, change and use potties with dolls. This means they can make connections to their own care and develop their skills in this in a relaxed way. It also gives children responsibility for the care of another, which promotes their self-esteem. Practitioners enable toddlers to explore resources, such as, soap, a tooth brush and toothpaste at group times. This prompts good discussion about personal care and the importance of following effective hygiene procedures. As a result, by the time children move to the pre-school room they are confident in washing their hands independently, for example. Practitioners give high priority to teaching children about personal safety. This means older ones learn to use stairs sensibly and with regard for others as they access the outdoor area. Children are

taught to take measured risks, which means their sense of adventure and exploration is not stifled. For example, practitioners explain that staking only two crates together provides a safe height for children to jump off.

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

The leadership and management of the nursery is good. The owner/manager is committed to providing good care and learning opportunities for all children. She makes sure the nursery runs safely and efficiently and acts successfully as a leader, motivator and mentor for the team of practitioners. Thorough arrangements are in place for the safe recruitment and vetting of staff, for their induction and the ongoing monitoring of their professional development. For example, supervision sessions are conducted by the owner/manager with all practitioners each month. This provides good opportunities to discuss children's learning and development and practitioners' ongoing practice. The staff team is well-qualified and they are all actively encouraged to attend further training to hone their skills. The business manager maintains a comprehensive list of training attended. Practitioners are asked to evaluate the effectiveness of the courses they attend and how they will be used to enhance the outcomes for children's care and learning. Practitioners' skills are recognised and valued by management and there are good incentives to encourage the retention of staff. This provides stability for families. Good attention is given to safeguarding children. All practitioners know that they are accountable for this. Detailed risk assessments are undertaken by management and any hazards minimised effectively. Practitioners undertake daily checks, to ensure safety measures are all in place. These are then checked by management. Practitioners are confident in recognising the possible indicators of abuse or neglect and know to whom they should report any concerns. The premises are kept fully secure. For example, there is a coded key pad on the gate and finger print recognition on the main door for parents. Visitors ring the bell. This means there is no unauthorised access to the premises. Children are well-supervised by practitioners at all times in all areas, which further promotes their safety.

The owner/manager is committed to continually improving the service. Each child's development and progression towards the early learning goals is monitored successfully. Key persons keep clear development records and this information is used by management to track the overall progress of all children in the nursery. If any gaps are identified practitioners are supported to address these. All actions and recommendations for improvement raised at the last inspection have been meticulously addressed. Self-evaluation is used very successfully to identify the nursery's strengths and areas for development. This plays an important part in helping management to draw up a realistic development plan. Practitioners, parents and children all play a full and active part in the process, along with advice from the local authority. For example, a meeting has been held with parents to discuss the planned improvements to the outdoor area. Their ideas and suggestions for what they would like to see included have been embraced. This means they help to shape the service to meet their needs and those of their children.

Partnerships with parents are very good. Information they receive initially is detailed and includes a prospectus and welcome pack. This leaves them in no doubt about how the

service operates. A web site, individual diaries, regular newsletters and communication by e-mail keeps them fully informed about their child's ongoing care and learning. Parents are unanimous in their praise for the nursery. For example, they describe how their children are valued as individuals and that they have good relationships with their child's key person. They also describe the owner/manager as 'having a love of children' and that all practitioners are very friendly and approachable. Partnership working with providers of other early years settings children attend or will move on to is good. For example, communication diaries are used to share findings about children's development across settings. Teachers from the local schools visit the nursery to meet children in a familiar environment before they move into their care. This means children's transitions are supported well. Currently there are no children on roll who speak English as an additional language or require support from outside agencies. However, the owner/manager is aware of who to contact for support and advice, when necessary.

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	EY308996
Local authority	York
Inspection number	952474
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	93
Name of provider	Sunshine Day Nursery (York) Ltd
Date of previous inspection	05/09/2013
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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