

Anglia Sunshine Nurseries

8 Warner Way, Chilton Industrial Estate, SUDBURY, Suffolk, CO10 2GG

Inspection date	22/01/2014
Previous inspection date	09/09/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is exemplary. Practitioners are dynamic and demonstrate an excellent understanding of how children learn. This enables them to provide children with extensive learning opportunities which help to develop their own interests and take account of their individual learning styles.
- Rigorous and comprehensive systems for observing and assessing children's progress, result in practitioners keeping a sharp focus on each child's development. The extremely effective identification of children's next steps in learning, means that children are constantly challenged and motivated to move through each area of learning at their own pace.
- Children are superbly protected from harm as practitioners and management demonstrate meticulous knowledge of safeguarding procedures and their responsibilities with regards to protecting children.
- Extremely strong partnerships exist between the nursery, parents, schools, other early years settings which children attend and other professionals. This ensures that the nursery is able to quickly identify any gaps in children's learning. Appropriate interventions are sought through the nursery to help those children to receive the support they need.
- Management is inspiring. Innovative ideas are successfully implemented throughout the nursery as the manager is highly skilled at motivating her team of practitioners and encouraging them to work to exceptionally high standards.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with practitioners, room leaders, the manager, the owner, the office manager and children at appropriate times throughout the inspection.

The inspector looked at a wide range of records including children's details, information about children's learning and development, written risk assessments,
- written policies, accident and medication logs, proof of practitioners' qualifications and the checks used to assess their suitability and a selection of other relevant documentation.
- The inspector observed activities in all of the nursery rooms and the garden.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Lynn Hughes

Full report

Information about the setting

Anglia Sunshine Nurseries was registered in 2003 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the Sudbury area of Suffolk, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from four main rooms and there is an enclosed area available for outdoor play.

The nursery employs 23 members of childcare staff, Of whom all hold appropriate early years qualifications at level 2, 3 and above. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 89 children attending who are in the early years age group. 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 further improve the quality of the early years provision the provider should:

- enhance further the already superb provision for children to explore mathematics throughout the nursery, through the extension of mathematical activities in areas not specifically zoned for this area of learning.

Inspection judgements

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

Children are extremely excited, motivated and keen learners. They excel through the wide range of exciting and well-considered activities as well as through effective opportunities to guide and manage their own learning. Practitioners are exceptionally knowledgeable about how children learn and about the individual learning needs of the children in their key worker groups. They proficiently recognise each child's style of learning through effective use of observations and discussions. Key persons use their observations proficiently to build on children's progress by identifying their next steps in learning. Planning is tailored to include specific activities for each child, ensuring that all children's needs and learning requirements are efficiently met. A highly effective system for assessing children's progress, enables practitioners to see at a glance where there are gaps in children's development as well as identifying those children who are making exceptional progress. Each key person demonstrates comprehensive knowledge of the children in their groups. This enables them to secure timely interventions and to support every child to enable them to succeed to the best of their ability. Children's development is recorded through an on-line computer system which builds a picture of the children's

nursery life. Parents are able to feed into this system by viewing observations of their children and inputting comments about events and progress that occurs at home. Evidence about children's learning and development shows that children across the nursery are making superb progress in their learning. This includes those children who speak English as an additional language or who have special educational needs and/or disabilities.

Children are extremely effective communicators. They converse proficiently, sharing real and imaginary experiences with each other and with the adults caring for them. Practitioners expertly enhance children's language development through the use of clear questioning, careful explanations and lively discussions. Young babies' babbles and sounds are superbly followed by knowledgeable practitioners. They understand the need to respond affectionately when babies make sounds, in order for them to develop communication skills. Non-verbal communication is also promoted throughout the nursery to enhance children's communication. Even the youngest babies learn signs to use alongside their emergent speech to help them to communicate their needs. Practitioners intervene appropriately in children's play to enhance their experiences. They also recognise when to leave children to develop their own games and thoughts where appropriate. Children who enjoy expressing themselves creatively are provided with superb opportunities to choose and make decisions, as they freely access an exciting range of materials and media. They are encouraged to develop imaginatively through exciting role-play opportunities, both indoors and outdoors. Opportunities are created by practitioners to fully follow children's interests and learning styles. For example, those children who enjoy transporting materials are provided with excellent opportunities to do so.

Children are expertly encouraged to develop skills which enable them to move on to their next stages of learning. For example, they understand the importance of sitting quietly and developing listening skills when they participate in group story times. They are provided with extensive opportunities to develop handwriting skills from a very young age. This means that by the time they reach the end of their nursery life, many children are writing recognisable letters and forming their own names. Children become proficient at dressing and undressing themselves through the use of dressing-up clothes and through putting their own coats and shoes on to play outdoors. Children's mathematical skills are enhanced through a range of activities. Older children generally develop these skills in the area zoned as a specific mathematical area. Practitioners have observed that some children do not make good use of this area. An effective evaluation of this observation has resulted in practitioners considering ways in which they can provide mathematical experiences in all areas of the nursery.

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

Children are extremely settled and comfortable in the nursery environment. They form excellent relationships with the adults caring for them, especially their key person. Well-established and effective settling-in procedures ensure that parents, children and key persons are all involved in deciding when a child is ready to be left at the nursery for the first time. Parents spoken to at the time of the inspection comment on how reassuring it

was for them to know that their children were completely comfortable on their first day at nursery. Children flourish in an environment where their every need is superbly met by caring and consistent practitioners. Extensive use of praise and positive language enhances children's self-esteem, creating confident and knowledgeable children who thrive on being told how clever they are. The warm, positive environment in which children play and learn creates children who are extremely emotionally secure. Practitioners act as proficient role models, speaking to each other in a caring and professional manner. This results in children who behave exceptionally well and are mindful of the needs of others. The nursery ethos actively encourages children to become independent and aware of their own needs. All children are encouraged to take some risks in order to develop an understanding of safety. Effective organisation of the nursery ensures that children take these risks in a safe and secure environment. For example, babies who are beginning to develop their leg muscles are provided with superbly arranged furniture, which enables them to be well-supported when rising from a sitting to a standing position. They cruise proficiently around the furniture developing their emerging walking skills.

The nursery environment enhances children's progress and development. All rooms are bright, welcoming and attractive as practitioners give careful consideration to the wall displays and ambience within the nursery. Some of the rooms are situated on the first floor, which inhibits children's opportunities to flow freely from the indoor to the outdoor environment. Practitioners are constantly reviewing ways that they can further develop this, but at present ensure that children play in the well-equipped and exciting garden throughout the day. The local environment is used effectively to enhance children's experiences. For example, children go for walks to the local shops and learn about purchasing items. This enables them to explore road safety, to observe buildings in the local community and to develop knowledge of mathematics when they pay for the items they have purchased. Children are superbly prepared for each stage of learning, through well-considered and effectively planned activities. Transitions through the various rooms within the nursery are managed well, with parents being regularly included in any decisions. Parents spoken to at the time of the inspection comment on the extremely well-planned and professional way in which transition is managed. They state that their children's move between rooms was seamless, causing their children no concerns whatsoever.

Children develop an immense awareness of how to keep healthy and safe as the nursery effectively promotes children's good health and well-being. Children enjoy an exciting, well-balanced and nutritional diet during their nursery day. This comprises of breakfast, snack, lunch, tea and drinks throughout the day. The menus are rigorously reviewed on a regular basis to ensure that they remain nutritionally balanced. Practitioners monitor the meals which children enjoy the most and feed this information back to the manager and cook. Children participate in the serving and preparation of most meals and snacks and are actively encouraged to help themselves to fresh drinking water throughout the day. Effective hygiene routines ensure that children remain healthy and develop a secure understanding of the importance of hand-washing procedures. Regular access to the nursery garden enables children to experience fresh air and exercise in all kinds of weathers, throughout the year. Children's personal needs are extremely well met through effective routines. For example, younger children who wear nappies are regularly checked and changed. Key persons liaise effectively with parents to manage children's toilet

training needs. Younger children's parents are provided with a daily communication book to ensure that they are kept fully informed about their child's day. Effective systems are in place to share information with parents about accidents or incidents which occur during the nursery day.

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

Children are extremely well protected from harm as the nursery management team and practitioners have a wealth of knowledge about safeguarding children. Regular training enables all practitioners to update their safeguarding knowledge and to keep abreast of any new guidance or procedures. The manager holds in-house training events to enhance practitioners' understanding of safeguarding and the written safeguarding policies are regularly reviewed by the whole nursery team. The nursery has extremely effective security procedures in place, meaning nobody can enter the nursery undetected. The nursery has designated persons who are responsible for ensuring that the nursery's policies are always followed in order to effectively protect children. Robust recruitment procedures ensure that all adults working with children are suitable. Copies of the checks carried out to assess their suitability and proof of their qualifications are held on file and are available for inspection at any time. The environment in which children play and learn is exceptionally safe, clean and well organised as thorough risk assessment procedures are in place. The practitioners within each room are responsible for checking their room for safety each morning before children arrive and again at the end of the day. Individual risk assessments are also conducted by the manager, for example, for pregnant practitioners, or those returning from sick or maternity leave.

The nursery is privately owned. The owner employs an extremely efficient manager who works with a management team, which comprises of an office manager, a deputy and room leaders. The leadership of the nursery is dynamic and inspirational. This results in a highly motivated workforce of dedicated and knowledgeable early educators. Systems for monitoring every aspect of the nursery are exemplary. The manager has an extremely sharp focus on all aspects of the provision including the educational programme. Rigorous monitoring of the planning and assessment systems ensures that practitioners and management have an accurate and precise knowledge of each child's development and any gaps in their learning. The manager and head of planning review each key person's understanding of the children in their key worker groups and ensure that activities are highly stimulating, motivating and exciting. They ensure that activities provide optimum challenge and enable children to make exceptional progress in relation to their starting points. An extremely effective system for supervising and appraising practitioners, ensures that the manager is able to fully support her large team of early educators. She meets regularly with them and uses these meetings to discuss individual key children, their performance at work and any professional development. The sharply focussed programme of professional development in place, ensures that practitioners build on and consistently enhance their already superb knowledge. The nursery's strengths and weaknesses are extremely effectively identified through rigorous self-evaluation and reflective practice. All practitioners, parents, children and outside agencies feed into this process to provide the nursery with a wide view of the provision.

Partnerships with parents are extremely secure. Both practitioners and the management team are on-hand to talk to parents daily. The manager promotes an open-door policy, encouraging parents to come to see her at any time. Parents are provided with consistently clear and effective information about the nursery, either through paper copies or through the nursery's new on-line system. The on-line system enables the nursery to share information with parents instantly, for example, observations, once reviewed by the room leader can be submitted, enabling parents to log into the nursery system and see photographs and comments about what the children are doing as they happen. Parents are valued and respected by the management team and practitioners, and actively encouraged to share in their children's early years education. For example, parents are encouraged to share experiences from home, which key persons use to guide further learning and to enhance the children's experiences. The nursery works extremely closely with two children's centres in the local area and has excellent links with other early years settings which children attend. Effective sharing of information ensures that all parties work together to complement the learning that takes place across all areas of children's lives. Transition to school is given high priority, with the management team and practitioners working closely with local schools to aid a smooth transition for all children.

The Childcare Register

The requirements for the compulsory 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	EY405248
Local authority	Suffolk
Inspection number	948894
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	93
Number of children on roll	89
Name of provider	Childcare Nursery Solutions Limited
Date of previous inspection	09/09/2010
Telephone number	01787371797

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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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