

Sunnyside Day Nursery

Barbourne Terrace, WORCESTER, Worcestershire, WR1 3JR

Inspection date	13/02/2014
Previous inspection date	25/07/2013

The quality and standards of the early years provision	This inspection:	2
	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		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

- Teaching is good and children are progressing well because they are provided with exciting and challenging activities, which cover all areas of learning.
- Children receive good levels of care from a strong and established team of staff, who have a lovely rapport with the children. This results in children who are secure, happy and confident to express themselves.
- Children with special educational needs and/or disabilities are fully integrated into the setting, and staff work closely with parents and other professionals to ensure that their individual needs are met.
- Children are safeguarded as staff have a good knowledge and understanding of their roles and responsibilities towards child protection.
- Management and accountability arrangements are clearly understood and consistently applied. The effective programme of professional development helps staff to improve their knowledge, understanding and practice.

It is not yet outstanding because

- There is scope to enhance the layout of the learning environment, so that children are even more excited and challenged by the resources offered to them.
- Staff organise play and resources well, however, there is scope to review the organisation of meal times to ensure that children are as highly engaged during and immediately after this routine activity as at other times of the 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.

Inspection activities

- The inspector observed activities as children played in the indoor and outdoor play environments.
- The inspector talked to children and staff and carried out professional discussions with the manager and nominated person.
- The inspector reviewed a sample of paperwork including children's learning records, planning documents, policies and staff information.
- The inspector took account of parents' views during the inspection.

Inspector

Tina Smith

Full report

Information about the setting

Sunnyside Day Nursery was registered in 2005 and is one of three nurseries owned by KinderKare Day Nurseries Limited. It is registered on the Early Years Register. It is situated in a large three-storey Victorian house in a quiet residential area close to the centre of Worcester and serves the local and surrounding areas. It operates from eight rooms and children share access to an enclosed outdoor play area.

The nursery employs 24 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or 3. The nominated person has a Foundation Degree in Early Years. The nursery is open Monday to Friday, all year round, except for a week at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 108 children on roll within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities. They receive support from the local authority.

What the setting needs to do to improve further

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

- enhance the layout of the learning environment with particular regard to the pre-school room, so that children are even more excited and challenged by the resources and activities offered to them
- review the organisation of meal times, to ensure that every opportunity is used to engage children in purposeful activity, this particularly refers to waiting times and the organisation of activities immediately after meal times.

Inspection judgements

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

Staff are experienced practitioners who have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The nursery provides a range of activities the children enjoy taking part in and are entirely suitable to meet their learning and development needs. For example, very young children explore and investigate shredded paper and natural items and older children enjoy using a selection of creative materials. Children's starting points are assessed on entry through staff observations as well as from information gathered from parents. Also, parents are asked to complete a profile for their children which includes details of their

children's interests, care needs, routines, as well as what they can do at home. As a result, staff are aware of what children can already do and progression from the start can be accurately monitored. Staff regularly observe the children and use these to plan and organise activities, resources and support to help children consolidate and build on their identified next steps. Staff discuss children's progress, activities and achievements with their parents on a daily basis and listen to what parents tell them about what children have been doing at home. All of this has a positive impact on children's learning, and as a result, children make good progress in their learning and development. Each child has a learning record which parents regularly review. These contain observations of the children's learning along with photographs of their achievements. In addition, the nursery is completing the required progress check at age two for each child and parents are asked to contribute to it. Parents and staff exchange highly useful information on a daily basis, for example, whiteboards display letters of the week, along with songs and books which the children will be singing or reading through the week. Therefore, parents are able to continue their child's learning at home. In addition, pre-school parents can contribute to the planning because they have a shared thinking mind map displayed on the door. Consequently, parents are included in their children's learning.

Children are happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. They are developing effective learning skills as they freely choose toys and resources that reflect their current interest. For example, young children use their imagination as they create their own home environment looking after the 'babies', washing, dressing and feeding them. Very young children learn about shape, space and measure as they practise filling and emptying different sized containers with sand. Staff enable children to extend their own learning by giving them plenty of opportunities to develop their own ideas. For example, older children show high levels of concentration, working together as they draw treasure maps. When they are finished staff encourage them to tell their peers all about their maps. This promotes the children's self-confidence, self-esteem as well as their communication and language skills, which are all key skills which help prepare children in readiness for school. Children express their creativity as they use a selection of paints, glitter and glue to make Valentine's Day cards for people who are special to them. They have access to a good selection of books which they handle correctly. They sit together reading to each other before confidently approaching a member of staff to read a story. Babies are cared for in their own room. They also have their own sleep room; both are well resourced, warm and welcoming. Therefore, the youngest children are able to play safely and sleep peacefully. Staff are caring and kind, giving them lots of cuddles and reassurance. These sincere responses raise the babies' confidence and contribute to their overall emotional well-being. Babies enjoy exploring and investigating lots of sensory items, including jelly and sand. They operate mechanical toys, turning knobs, lifting flaps and pushing buttons to achieve effects, such as sounds or movements.

All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff recognise children's individual learning needs and support them to join in activities at their own pace. Children's physical development is well promoted and they enjoy spending time outdoors in the fresh air where they capably use equipment, such as, bicycles, push along toys and climbing apparatus. In addition they are developing a good understanding of the world around them because they grow vegetables

in the nursery garden as well as visiting places of interest within the community. For example, the local park and shops. These experiences help children to be sociable with others and to begin to understand about their community.

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

Key aspects of children's well-being are good. The nursery has a well-established and effective key person system which helps to promote the children's emotional well-being and independence, as well as ensuring a regular two-way flow of communication with their parents. Children settle well because the nursery has effective settling-in procedures. For example, children enjoy several taster sessions, this enables them to become familiar with their new surroundings and staff. Consequently, children soon settle and enjoy trying out new experiences and happily investigate their play. Children also enjoy settling-in sessions in their new room before their move. Learning and development documents move with the child and a transition form is completed to help staff in the new room become familiar with their stage of development, specific likes and routines. The nursery has good partnerships with the local schools. Reception teachers are invited into nursery so they can see the children in their own environment and to discuss their individual needs with the child's key person. In addition, staff also visit the Reception class so they can reassure and support the children. Consequently, the transition between nursery and school is a positive experience for the children.

The environment is well resourced, warm and welcoming. Toys and resources are generally of a good quality, age appropriate and stored at child height, which means they are easily accessible to children. Therefore, they are able to make free choices about their play. However, the pre-school room is sometimes overly full with resources, and consequently, children are not as excited by what they see because there is too much on offer. Children's health is well promoted because the nursery follows good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. Children are provided with areas to sleep where they are regularly checked. In addition, the baby sleep room has a monitor. Children are learning about healthy eating. They enjoy home cooked nutritious meals and snacks prepared by the onsite cook. Children ask for second helpings and staff praise their healthy appetites, reminding them about growing strong and healthy. However, although staff organise play and resources generally well, the organisation of meal times could be reviewed further to ensure that children are as highly engaged during and immediately after this routine activity as at other times of the day.

Children learn about the importance of exercise as they have regular opportunities to play in a well-resourced outdoor environment. The babies and young children have their own secure area where they enjoy crawling and walking. They are beginning to learn about how to keep themselves safe because staff talk to them about dangers. For example, children are reminded to use the red bannister when going up and down stairs so they do not fall. Children are well supervised and explore their secure environment freely and with confidence. They behave well because staff are positive role models and give clear guidance as to what is acceptable behaviour. For example, children are reminded to take

turns and to share. Staff work with parents to ensure a shared approach is taken to behaviour strategies and behaviour management is regularly discussed at staff meetings so that staff are secure in their knowledge. Staff also encourage the older and more able children to solve their own conflicts and disputes by asking what they think should happen next. As a result, children feel their opinions and feelings are valued.

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

Children are safeguarded well. All policies are in place and the nursery has written risk assessments, which are regularly reviewed. Children take part in regular fire drills and these are recorded in the fire log book. The nominated person and manager have regular meetings with staff to discuss safeguarding procedures, including whistleblowing along with behaviour management and how to handle a concern or complaint. Recruitment procedures are robust, with safer recruitment procedures being implemented. All staff are checked thoroughly before being employed and induction procedures and probation periods are implemented for new staff. The nominated person monitors staff's understanding of policies and procedures by using questionnaires which are completed and then checked to ensure competence. Appraisals are used to assess staff's ongoing suitability as well as to identify any areas for improvement. There is an effective programme of professional development which helps staff to improve their knowledge, understanding and practice. Partnerships with other professionals are effective and staff work closely with them in order to help children who need additional support.

The management and staff have a good understanding of the learning and development requirements. They plan play around the children's interests and provide challenging next steps for each child, consequently, children make good progress in their learning. Partnerships with parents are good. Their views are sought through daily informal discussions as well as questionnaires. In addition, key persons spend time with parents at the beginning and end of day discussing their child's needs and achievements and very young children have daily diary sheets. This two-way flow of communication ensures that parents are kept well informed about their child's daily needs and activities.

The management team are knowledgeable and reflective practitioners. They understand the importance of monitoring the educational programme along with the quality of teaching and practice throughout the nursery is consistent. They are proactive and act swiftly to review practice in light of any incidence that occur and take positive steps to overcome any identified areas for improvement. For example, the management are revisiting roles and responsibilities for staff throughout the nursery to ensure that all are fully aware of their role and have up-to-date knowledge of effective practice for such things as behaviour management. The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to enhance their practice. Parents speak highly of the nursery saying 'the staff are caring and kind' and praise them for their flexibility. Overall, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for their future learning.

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	EY302439
Local authority	Worcestershire
Inspection number	950456
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	83
Number of children on roll	108
Name of provider	KinderKare Day Nurseries Ltd
Date of previous inspection	25/07/2013
Telephone number	01905 23973

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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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