

Sunshine Day Nursery

4 Clifford Street, REDCAR, Cleveland, TS10 1RW

Inspection date

19/03/2014

Previous inspection date

04/02/2010

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

- Effective arrangements are in place for meeting all children's individual needs through strong partnership working with parents and others. Consequently, all children are effectively integrated into the life of the nursery and feel a strong sense of belonging.
- As a result of good quality teaching, including staff's enthusiastic and motivating approach, children are eager to explore and investigate, learn new things and develop good levels of confidence and self-esteem.
- Children learn to make good choices about what they eat from an early age because of varied healthy meals and snacks and ample opportunities to be outdoors, which fosters their all-round-good health further.
- Children's welfare is promoted effectively because staff have a very secure knowledge of child protection issues through a strong focus on safeguarding training.

It is not yet outstanding because

- Older children's independence skills are not always fully promoted. For example, they do not always, pour their own drinks, help set the table at lunchtime or serve their own food.

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 viewed all areas of the premises and equipment and observed activities in the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the deputy manager, completed a joint observation with the deputy manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full report

Information about the setting

Sunshine Day Nursery was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the town centre in Redcar in Cleveland. The setting serves the local community. It operates from seven rooms and there is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. All hold appropriate early years qualifications at level 3, including two with Early Years Professional Status. The nursery opens Monday to Friday all year round except for bank holidays from 8am to 6pm. There are 53 children attending who are in the early years age group. The nursery 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:

- review lunchtime arrangements to further promote the development of older children's independence and self-care skills, for example, by encouraging them to set the table, pour their own drinks and serve their food.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning and how to promote children's learning. Consequently, they provide a variety of play opportunities which engage children's interest and cater for their preferred learning styles. This includes having a strong emphasis on the outdoors through interesting outings, access to the playground for certain age groups and visitors being invited into the nursery. For example, children develop a good understanding of the world as they have a visit from a local dentist to look at teeth cleaning. Attractive and bright displays and photographs enhance the learning environment and help children to recall, celebrate and reflect on what they have been doing in nursery. Staff know their key children well and undertake ongoing observation and assessment, which informs planning for children's next steps based on what they already know and can do. Parents are well informed about their children's progress and next steps for learning through daily face-to-face exchanges, development summaries, parents' evenings and displayed planning. Parents are actively encouraged to share their own observations of children's interests and new achievements, in order to enhance staff's own observations and assessments of children. Children are working comfortably in the development band expected for their age and are making good progress in their learning.

Areas of continuous provision, such as small world and messy play, are enhanced with labelling, dangling pictures, canopies and draped material to create interesting spaces for

children to explore and play. Child-accessible toys and activities mean that children can make choices about what they would like to do and explore and develop their own ideas, such as children expand a creative activity as they explore with the texture of glue and how all the collage materials stick to their fingers. This effectively fosters their independent learning and helps them develop skills for future learning as they move onto school, through self-initiated play. Staff set out particularly exciting adult-led floor activities at certain times for babies and toddlers, such as water and sand play with dinosaurs, which greatly ignites their interest and curiosity. They explore the textures with intrigue, showing good levels of concentration, and staff support and extend their learning well during the activities. Space and resources in the baby room are well organised to motivate and engage babies and toddlers. They are able to move freely from sand play to complete puzzles with staff offering appropriate support and interventions. This fosters babies' and toddlers' interest in different media and materials, in order to keep them highly engaged.

As a result of adults' good quality interaction, children's enjoyment is enhanced and their learning is supported well. For example, as babies stand, staff model having fun which enhances their enjoyment. They link words to actions and objects, effectively supporting younger children's developing communication and language. For example, they talk about how the different textures feel. Babies delight in looking at themselves in the mirror and developing their mobility with the support of staff. They giggle as they bob up and down on their legs and pull themselves to standing to explore the activity toy. Babies practise their hand and eye coordination, attempting to repeat an action rhyme. Toddlers enjoy expressing their creativity as they make a variety of marks on the wall with the paint brushes when in the outdoor play area. Older, more able children show great imagination as they play in the quiet area as they make houses and move from one area to the other. Staff extend their imagination as they introduce other ideas into their play. Children in the pre-school room show great precision with pencils and chalks, as they spell out words using phonics supported extremely well by staff.

Children play very cooperatively and link up during a variety of activities. For example, a group of boys share ideas and introduce a narrative into their construction play. Children are encouraged to persevere with tasks and staff encourage them to achieve new skills, without doing things for them. For example, they encourage children to carefully count objects looking at the boards and the numbers using simple mathematical concepts as trying to predict how many more they need to make five. Staff use good open-ended questioning with children to help develop their skills in creating and thinking critically. They talk about what they are doing during care routines and as children play, in order to create a language rich environment, which effectively supports children's communication skills and staff value and listen to the voices of all children.

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

As a result of the well-organised and gradual settling-in period, individual to each child's individual needs, children, especially babies and toddlers, develop strong bonds and secure attachments with their key person and other staff in their nursery room. During this period there is close consultation with parents. For example, through a detailed 'All

about me' booklet staff gain very personal information about each child's individual needs, care routines at home and family background. This enables them to find out about and celebrate each child's uniqueness and provide carefully tailored care. For example, parents are asked if there are any special ways to get their children to sleep and any comforters they have, what children like or do not like, things they are good at and things they may need help with. Staff keep information, so that in the absence of children's key person, covering staff can continue to meet children's individual needs. Staff in the baby room, in particular, demonstrate a caring, loving and nurturing nature as they warmly interact with babies and toddlers during care routines and as they play. Transitions within the nursery or into other early years settings, such as reception class, are effectively supported to foster children's continued sense of security. For example, close links are established with children's new key person, transition documents are completed and settling-in visits take place.

Care practices are effective in ensuring children are happy, can explore their surroundings, enjoy what they are doing, develop social skills and manage their own hygiene and personal needs. For example, children from 18 months onwards readily wash their hands before eating. Children are also encouraged to do things for themselves, where age appropriate, such as feeding themselves and putting on their coats to play outside. However, opportunities for children to further develop independence skills, is not always promoted at lunchtimes. Toddlers show good fine motor skills as they scoop their food onto their spoon and older, more able children skilfully coordinate cutlery. Children behave well, as a result of frequent praise and encouragement from staff to promote positive behaviour and foster their self-esteem and confidence.

Staff effectively support children in understanding the importance of physical exercise and a healthy diet. For example, meals and snacks are effectively planned on a four week menu and include lots of fruit and vegetables and home cooked daily meals, made using locally sourced, fresh produce. Children clearly enjoy the nursery lunch, readily tucking into this. Information about children's dietary needs is close to hand, in order to promote their welfare. Individual dietary requirements are effectively met. Staff develop children's awareness further, for example, by discussing hygiene routines and the importance of brushing teeth. Throughout the nursery all children have access to fresh air and exercise at least once a day. They learn to manage risks as they negotiate space and use the climbing wall, for instance, and learn about the effects of exercise as they run around and talk about how they feel. Children's understanding of dangers and keeping themselves safe is enhanced by visitors, such as the police, who talk to children about different aspects of safety.

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

The manager and her management team have a good understanding of their responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Consequently, they work closely together to ensure that staff are effective as a team in promoting children's well-being and providing overall good quality learning experiences that help children make good progress.

Staff monitor children's progress regularly and ensure early intervention where individuals or groups of children require additional support. Consequently, there is a strong commitment to narrowing any achievements gaps. There is a key focus on safeguarding children. Effective recruitment, vetting and induction arrangements include working trials as part of the interview process, and probation periods. This results in safe, suitable and well-qualified staff, who have a clear understanding of their roles and responsibilities and policies and procedures, which work well in practice. Staff have regular child protection training and their knowledge is tested regularly, for example, during team meetings and through completion of the room evaluations. Consequently, they can identify potential indicators of abuse or neglect and have a secure understanding of both internal and external reporting procedures, which promotes children's welfare. Good security of the premises, risk assessments and supervision of the children, further ensures children stay safe. For example, staff are vigilant as toddlers in the baby room practise their developing physical skills, such as negotiating steps on the wooden apparatus and climbing in and out of a low-level swivel chair.

There is a strong commitment to the continuous improvement of children's achievements over time through good self-evaluation. The manager and her team, cascade their positive ethos, motivation and aspirations, to the whole staff team. All rooms complete a self-evaluation and compile an action plan which is reviewed and updated on a regular basis. Consequently, all staff take ownership of developing practice within their rooms. There is a robust management structure in place to support staff and promote the efficient and safe management of the nursery. Staff are closely monitored through regular supervision and yearly appraisals, in order to continually develop the quality of teaching, especially for those less experienced or qualified. The professional development of staff at all levels is effectively encouraged and supported through in-house and external individual and group training. This is carefully targeted to ensure it has the most impact on practice. Parents are encouraged to share their views continually and through parents' evenings. New questionnaires are due to be distributed, in order to obtain more precise feedback from parents, in order to help inform and shape the service.

Staff clearly recognise and value the importance of developing positive relationships with parents, in order for children to reach their full potential. This is reflected in close partnership working. Parents are well-informed about their children's care and education on enrolment and during their time at the nursery. For example, they are given an initial information pack and there are many notices and displays around the nursery, including key person groups photograph displays. Daily diaries are provided for the youngest children, although if parents wish these can continue, regardless of the age of their children. Regular newsletters are issued and the setting has regular open evenings. There is extremely effective partnership working with other professionals where advice is precisely implemented, in order to secure support for children with identified needs. Staff carefully adapt the environment and their practice to ensure that this is inclusive for all children, supports their individual needs and helps them progress well. There are effective arrangements in place for ensuring a consistent and shared approach to children's care and learning, should they attend other settings.

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	508285
Local authority	Redcar & Cleveland
Inspection number	869352
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	53
Name of provider	Sunshine Day Nursery Ltd
Date of previous inspection	04/02/2010
Telephone number	01642486803

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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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