

Sunshine Day Nursery

Clatterfield Gardens, WESTCLIFF-ON-SEA, Essex, SS0 0AX

Inspection date	11/03/2014
Previous inspection date	21/10/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Teaching requires improvement because planning is not always closely linked to individual children's learning needs and staff are not always clear about what children are expected to learn from some activities. As a result, some adult-led activities are not sufficiently challenging for more able children.
- Children's safety and well-being is not sufficiently promoted because identified hazards are not addressed to prevent accidents occurring.
- Parents' complaints are not appropriately acted upon and recorded in order to promote children's welfare. Parents do not have appropriate access to complaints procedures to enable them to make concerns known to the provider or authorities.
- Parents do not always receive effective information about the importance of play or the benefit of sharing information about their child's achievements at home. Equally, staff do not always share information with parents to help them encourage their child's learning at home.

It has the following strengths

- Children's behaviour is positively managed. Staff act as good role models for children to learn to cooperate and negotiate in their play.
- Children are engaged and busy in their choice of play and freely use the resources that are readily available for them to choose from.

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 spent time observing practice in all rooms and the outside area.
- The inspector sampled children's learning and development assessments.
- The inspector carried out a joint observation with a room leader.
- The inspector checked staffs' records of suitability.
- The inspector took into consideration parents' and carers' views about the nursery.

Inspector

Claire Parnell

Full report

Information about the setting

Sunshine Day Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four playrooms within a two-storey converted building in Westcliff-on-Sea, Essex. It is one of two settings privately run and managed by the same limited company. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery also employs a cook. The nursery opens Monday to Friday all year round. Opening times are from 7am until 7pm. Children attend for a variety of sessions. There are currently 110 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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 meet the requirements of the Early Years Foundation Stage the provider must:

- take immediate action when hazards are identified through risk assessment before accidents occur, to remove or minimise risks and promote the safety of children at all times
- provide parents with clear information about the procedures to follow when they have a concern and keep a written record of any complaints received and their outcome
- improve the educational programme to consider the individual needs, interests and stages of development of each child. Use planning more effectively to indicate which child and their stage of development, the adult-led activities are targeted at to promote challenging and enjoyable experiences.

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

- support parents' understanding of the importance of sharing information from home to contribute towards children's ongoing development and how they can contribute towards children's learning at home.

Inspection judgements

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

The educational programme covers the seven areas of learning and generally supports children's development. When children initiate their own play and receive interaction from staff they are occupied and having fun. However, some activities are too adult-directed at times. This results in children losing interest and some children lack levels of challenge to extend their thinking. Therefore teaching requires improvement. For example, group song sessions to learn phonics are without challenge for more able children, who then become disengaged and distract others from this activity. Some staff show limited abilities to change the activity when it is not successfully supporting some children's learning. Children enjoy the outside play area, where staff provide activities and resources to reflect all areas of learning. Staff engage in children's play and support children positively through conversation and interactions. Most staff have an appropriate understanding of how to support children's learning in general. However, the planning of adult-led activities does not match with staffs' knowledge of individual children's next steps or the learning intention of the activity. Staff have information about the resources to use, but not what other staff want children to gain from the activity. For example, staff who are leading a dry paint activity with young children are not aware of what other staff would like each child to learn from this experience, or how their learning can be extended through this activity. Therefore not all children make good progress in all the areas of learning. In the main, children have the basic skills they need for school or the next stage of their learning.

Resources are displayed to entice children and motivate them to play and learn. Most staff use effective questions to support children's thinking. For example, young children exploring with paint on the table are encouraged to make marks in the paint and some are encouraged to write recognisable letters for their name. Staff encourage children to continue with their name and letters to produce words that they recognise and relate to, helping children to understand that print has a meaning. Young babies are given the freedom to explore their surroundings and to work together. They learn to problem solve, discovering that objects disappear and re-appear, such as balls rolling down a stacking toy with a ramp. They show delight and excitement as the ball re-appears at the bottom. Staff join in their excitement, encouraging children to try again and predict where the ball will turn up next. Children with English as an additional language are supported appropriately to reflect and value their home language, and to promote their communication and language skills. Staff use key words from children's home language to support their understanding. Children with special educational needs and/or disabilities have suitable support offered to them to enable them to start to catch up and slowly close the gap in their development. Staff use expert knowledge to develop children's skills in areas of identified concern, such as speech and language.

The assessment, planning and observation system has some strengths but requires improvement to strengthen the support for individual children's progress. Staff seek information about starting points when children start at the nursery. They use a tracking sheet to plot children's entry points and regularly monitor their progress within the stages of development. Observations are made and recorded through written accounts and

photographs. Regular reports and summaries are produced by the children's key person to share information about progress with their parents. There is space on the report for parents to add comments about children's achievements but this is rarely completed. Parents occasionally share information about children's achievements from home verbally, but this information is not actively used to inform the planning of children's next steps or to track and monitor children's progress. Parents are not always given the support and the information they need to allow them to effectively continue children's learning at home.

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

The key person system helps to support children's well-being when settling and transferring from one room to another. Staff gain and use information appropriately to provide support for children's individual care needs and to help children to make attachments with staff and their peers. Children's behaviour is positive, with staff acting as good role models to support children's understanding of right and wrong. They develop close relationships with their friends, learning to negotiate and cooperate in their play.

Children are provided with a range of freshly prepared foods and drinks that meets their dietary requirements. A dedicated cook uses information from staff to provide meals that meet dietary requirements. For example, she takes into account food intolerance, preferences and cultural requirements. Children eat together at tables, learning to serve themselves in order to develop self-help skills. Children are developing a satisfactory knowledge of hygiene procedures to promote their health. Staff talk them through why they need to wash their hands and how to do this successfully. Most staff provide most children with a satisfactory level of support through toileting. Children enjoy the outside play area and use this freely from the pre-school room. Staff are deployed well to offer children the choice of inside and outside play. Babies move around their room easily and with adequate support from staff, helping them to develop the skills to crawl and walk unaided. Some staff give children some advice on how to keep themselves safe. For example, staff talk older children through the process of walking across the planks and large blocks in the garden and check how safe it is for them to do so.

Children receive adequate support for their move up to school. Teachers from local schools visit and discuss children's stages of development with staff. Staff talk to children about the move to school to emotionally prepare them for this next stage in their learning. Children use resources within all the rooms that promote their understanding of the society in which they live. Positive images are promoted through books, dolls, role play and posters.

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

This inspection was prioritised following concerns being raised about the provider's ability to keep children safe in the nursery. The inspection found that the provider failed to protect children from hazards that were previously identified, resulting in an accident. The nursery carries out risk assessments but these are not effective enough to prevent children from hurting themselves within the nursery environment. This significant

weakness in practice is a breach in the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and also breaches the requirements of the Childcare Register. This breach has an impact on the safety and well-being of the children in the nursery.

The provider is in breach of a further safeguarding and welfare requirement that has an impact on the leadership and management of the nursery. The provider's complaint procedure is not effectively implemented to provide parents with accessible and available information about how to make concerns known to the provider and authorities. Procedures are not effectively completed to record complaints and the outcomes of any action taken. This is also a breach of the requirements of the Childcare Register. Staff have an adequate understanding of the procedures to follow if they have a concern about a child and have access to statements supporting their role in protecting children from harm. The documentation that promotes children's welfare is mainly secure. For example, parents and staff work together to provide accurate information about the times children attend. This demonstrates how the nursery meets the required ratios for children in their care. Robust recruitment procedures are implemented. Checks are carried out to provide evidence of staffs' ongoing suitability to work with children. Most policies and procedures are displayed and are updated in line with regulation. Records of accidents and medication administration support children's welfare and are monitored by all staff.

A regularly updated self-evaluation system and regular meetings with staff are used to monitor and assess the effectiveness of staffs' practice and teaching. Staff and parents have an input into this system through supervision, appraisals and questionnaires. However, the monitoring of staffs' teaching and the effect of this on children's learning is not always consistent enough to identify areas for improvement, such as the planning of activities. Staff use reflective journals to identify their strengths and areas to improve. This is used appropriately to identify training needs for individual staff and provides opportunities for staff to further their professional qualifications. Adequate numbers of staff hold current paediatric first-aid certificates and this is monitored to ensure staff are on duty to provide children with suitable care in the event of an accident.

Most aspects of the partnership with parents is positive. Parents and carers make positive comments about the relationship they have with the nursery and staff. Most know who their children's key person is and talk positively about the feedback that they receive about their child's day. Some information is displayed on the walls of the nursery for parents and a basic website is available to support their understanding of the provision. Parents and carers receive basic written information about their children's day and the activities they have taken part in, although this information does not extend to what children have achieved or how their further progress can be supported at home. The nursery has suitable partnerships with other settings and professionals. Links are made with local schools to aid the transition process and there is support from area special educational needs coordinators and speech and language specialists to help address children's additional needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a written record of complaints including the outcome of the investigation and the actions the provider took in response. Ensure a written statement of complaints procedures is available to parents (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purpose of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- keep a written record of complaints including the outcome of the investigation and the actions the provider took in response. Ensure a written statement of complaints procedures is available to parents (voluntary part of the childcare Register)
- ensure that the premises and equipment used for the purpose of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register).

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	EY273928
Local authority	Southend on Sea
Inspection number	956307
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	110
Name of provider	Sunshine Day Nursery 2003 Limited
Date of previous inspection	21/10/2013
Telephone number	01702 333 313

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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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