

Sunshine Day Nursery

East Surrey Hospital, Canada Avenue, Redhill, Surrey, RH1 5RH

Inspection date	07/05/2014
Previous inspection date	06/05/2009

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

- Staff provide children with a well-resourced, warm, welcoming and relaxing environment for their care, learning and play. Children feel safe and secure in the nursery.
- Staff and children form positive relationships. Children are confident and have good levels self-esteem as a result of the praise they receive.
- Effective partnership with parents enables staff to gauge children's individual needs and meet them well.
- Children enjoy daily access to a well resourced outdoor area which supports a healthy lifestyle and caters for those who learn better outside.

It is not yet outstanding because

- Children are not always given sufficient time to complete their chosen activity therefore, occasionally they are unable to fully explore what they are involved in.
- Not all resources are displayed effectively to allow younger children to view and use them easily.

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 had a tour of the nursery with the deputy manager.
- The inspector took account of the views of parents on the day of inspection.
- The inspector discussed nursery practice with the manager, deputy and staff.
- The inspector engaged in a joint observation with the deputy manager.
- The inspector observed practice in all rooms.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

Sunshine Day Nursery opened in 2004. It operates from four rooms in a purpose built, single-storey building located in the grounds of East Surrey Hospital in Redhill, Surrey. It is located at the back entrance to the hospital where there is a lay-by for parents and visitors to park. It is managed by the Surrey and Sussex Healthcare National Health Service. It serves the families of staff working within the hospital and local community. The nursery is registered on the Early Years Register and is in receipt of funding for the provision of free early education to children aged three and four years. The nursery is open each weekday from 7am to 6pm all year round, excluding Christmas and Bank Holidays. All children have access to a secure enclosed outdoor play area. There are currently 85 children, aged from five months to four years on roll. The nursery makes provision for children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 19 staff. Of these, 14 staff hold recognised early years qualifications. A further two staff are currently working towards a qualification.

What the setting needs to do to improve further

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

- enhance children's enjoyment of their chosen activities by giving them sufficient time to complete them

- strengthen younger children's independence by ensuring pictures, displays and labels are placed at an appropriate height.

Inspection judgements

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

Staff create a warm, welcoming and stimulating environment for children to play and learn. Children make good progress in their development because staff know them well and activities are planned and flexible according to interests and abilities. The quality of teaching is good. Staff motivate and inspire children's learning through planned topics and extend their knowledge and understanding of the topic during activities that have been chosen by the children. Children enjoy circle time and sit attentively as staff show them the butterfly house. They are mesmerised by the cocoons they can see, and talk confidently about them being caterpillars before they cocooned. They listen carefully to the related story and staff bring it to life with voice changes and facial expressions. Children are eager to answer questions and learn about new words, such as chrysalis. They know the next stage in the life cycle is for the cocoons to crystallise before they turn

into butterflies. Staff encourage children to use their imagination and creative skills as they draw pictures of things they have seen, while looking at the butterfly house and books about butterflies. Staff give lots of praise when children complete their pictures and display them on the wall. Children are proud of their achievements and compliment each other. All children have daily opportunities to develop their physical skills. Older children enjoy riding bikes and climbing outside. Babies show good levels of persistence as they try hard to push the buttons on the sensory mat with their feet. They jump up and down and smile proudly as the mat responds to their actions. Children show good levels of curiosity in the garden. They use large magnifying glasses to look under logs and stones and excitedly tell their friends when they have found spiders, slugs and other bugs.

Key persons know the children well and work closely with parents to ensure individual needs are identified and met. Regular assessments and observations identify where children are in their development and this information is used effectively to inform future planning. Staff obtain key words from parents and carers with children that have English as an additional language. As a result children settle quickly and feel safe and secure.

Staff support and nurture all children in this warm and caring setting. They concentrate on helping new children to settle and place a strong focus on helping children to develop their personal, social and emotional skills, by closely supporting them and encouraging them to engage in activities. Staff provide a wide range of age appropriate resources that are easily accessible and this gives children a high level of independence. However, on occasions children are not always given sufficient time to complete their chosen activity before routines of the day are instigated. For example, children may be allowed to put their boots on to go outside when it near to tidy up time and so miss opportunities to extend their learning in this way.

Parents are encouraged to be part of their child's learning and development and staff talk to them about how they can extend learning at home. Information about the Early Years Foundation Stage is abundant and readily accessible to parents to help them understand. Planning is displayed and systems are in place that enable parents to share their comments. Babies are supported well when they start the nursery and relevant information obtained from parents. This enables staff to follow babies' home routines to help them settle and feel secure.

Staff have good knowledge of the learning and development requirements and of how children learn effectively. Staff complete the written progress check for two-year-old children. They regularly evaluate children's achievements and identify clear targets for future progress. These targets are shared and signed by parents. Termly summaries are completed and also shared with parents. These measures fully support children to make good progress in relation to their starting points and prepares them well for school or their next stage in learning.

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

Staff are well deployed, enthusiastic and good role models to children. This helps children to settle quickly into the nursery. Positive relationships are in place as the key person system is effective. The warm, positive and relaxed approach from staff has a real calming influence on the children and is conducive to an effective learning environment. Children play well with and alongside each other, and cooperate well in play. Some younger children manage their own squabbles and are given lots of praise by staff for sharing. Staff gently remind children why they should not climb on sofas and give good explanations. Children listen well and immediately climb down. This helps children to learn about dangers and assess risks for themselves.

Staff promote children's understanding of healthy lifestyles well. Children spend a lot of time playing and exercising while outside, which helps to keep them healthy and develop physical skills. Children follow good hygiene procedures, for example, washing hands before meal times. Staff provide children with healthy snacks and meals which helps children to learn the benefits of a healthy diet.

Children are kept safe as daily risk assessments are completed both inside and out. Any risk identified is quickly minimised to ensure children play safely. Children learn about their own risk taking as they use the outdoor environment to climb and carefully replace the logs back after looking for bugs, to ensure they do not trap their fingers. Staff work hard to organise all the rooms so they are well resourced and laid out appropriately, allowing children to access resources and equipment easily. The baby room has low level storage; this helps to promote independence in choosing activities and supports younger children learning to walk, as they use these to pull themselves up. Staff support children well as they move up from one room to the next. They complete final assessments as children leave each room and encourage parents to view their child's profile, and support ongoing targets. Staff support children in their new surroundings as they are kind, gentle and caring. This gives children the confidence to explore and engage in purposeful play.

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

The leadership and management of the nursery is good. Robust vetting and recruitment procedures ensure all adults working with children are suitable. A detailed safeguarding policy is in place and covers the use of mobile phones and whistle blowing. Staff have a clear understanding of the procedures to follow should they have any safeguarding concerns and all staff have completed local authority training. Staff are effectively deployed throughout the nursery and ratios maintained. Management monitor staff practice through supervision and appraisals. They encourage staff to attend training to extend their knowledge and understanding and promote continued profession development. Staff share information they have gained from training and this benefits the nursery as a whole. Staff and management have a good understanding of the learning and development requirements and support children very well. The manager monitors the delivery of the curriculum as she spends time in each room on a daily basis. Profiles are monitored to ensure consistency and accuracy.

Management involve both staff and parents in evaluating the setting. Following discussion with parents after an outing and a sustained interest about pirates from the children, staff in the pre-school room decorated the bathroom with a pirate theme. This demonstrates that the input from parents is valued and promotes a joined-up approach. Since the last inspection, staff have developed the outdoor area and have provided some labelling to help children develop their literacy skills. This is an area for continued development and is identified within their self-evaluation. Future plans include enhancing children's profiles and developing their planning further. The setting welcomes support from the local authority and use the information gained to ensure continuous development.

Partnerships with parents is good. Staff welcome parents as they arrive and share information. The vast majority of parents spoken to are very happy with the care and education their child receives and with the information shared and available to them. They report that staff are friendly and approachable and feel their children have made significant progress, particularly in their early years, due to the kind and caring staff. Parents meet regularly with staff to agree the next steps in children's learning and review their achievements. Staff have an open door policy and parents are able to view children profiles at any time. Staff provide many opportunities for parents to feel part of nursery for example, a 'helping hand day in the garden' was organised where parents and the children came to develop the garden. Parents supplied some of the planting and, this again promotes a joined-up approach. Staff work with other professionals to ensure the individual needs of children are met as required.

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	EY275057
Local authority	Surrey
Inspection number	833428
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	67
Number of children on roll	85
Name of provider	Surrey & Sussex Healthcare NHS Trust
Date of previous inspection	06/05/2009
Telephone number	01737 768 511 (Ext 2829)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

