

Sunny Days Child Care

Redcar Community College, Kirkleatham Lane, Redcar, Cleveland, TS10 4AB

Inspection date

27/03/2014

Previous inspection date

25/01/2010

The quality and standards of the early years provision

This inspection:

3

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff have a good understanding of the learning and development requirements. Arrangements are in place to provide them with effective supervision, which includes support and coaching to help them improve their practice.
- Observations and assessments are used well to plan a wide range of learning experiences, reflecting children's individual interests and stage of development. As a result, they are effectively challenged to make good progress in their learning and development.
- Staff provide a kind, friendly, warm and caring environment, which helps children to settle into the nursery quickly.

It is not yet good because

- Procedures for monitoring the arrival and collection of children are not always robust, this does not fully ensure children are safe at all times.
- Children are not able to access the well-resourced outdoor area freely, this does not fully support children who learn best outdoors.
- Opportunities for children to pursue their interests are limited at certain times during the session.
- There is further opportunity to introduce more real and natural items to enhance children's play experiences and encourage their exploratory skills, particularly in the indoor area.

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 observed activities taking place in both of the nursery rooms and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector held meetings with the manager and spoke to staff members during the inspection.
- The inspector took account of the views of parents through discussion.

Inspector

Vivienne Dempsey

Full report

Information about the setting

The Sunny Days Childcare was registered in 2006 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in West Redcar, and is managed by a management committee. The nursery serves the local area and is accessible to all children. It operates from a portacabin in the grounds of Redcar Community College, there are two enclosed areas available for outdoor play. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional Status. The nursery opens Monday to Friday, term time only, but will run a holiday club on demand. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 52 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 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:

- ensure the procedures for collecting children are robust, and all staff working with children understand their roles and responsibilities during this time, ensuring children are safe at all times.

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

- enhance the opportunities for children to pursue their interests, for example, by keeping significant activities out, instead of routinely tidying them away before snack time
- implement the 'open door' policy effectively to enable children to access the outdoor area freely
- increase the range of freely available natural and real items to enhance children's exploration skills in the indoor area.

Inspection judgements

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

The provision for children's learning and development is good because, observations and assessments show a clear and accurate picture of what children are able to do across the seven areas of learning. Children's next steps are clearly identified and as a result, activities provide a good level of challenge. Staff target small groups of children to develop their speech and language skills, they use a local authority scheme 'BLAST' (boosting, language, audio skills and talking) with great effectiveness. This helps to close gaps and supports children's individual needs very well. Therefore, children make good progress and are as ready as they can before starting school. Children are happy and enjoy their time at the nursery. Staff support younger children, who are new to the nursery, to join in with activities and daily routines. This supports them to feel safe and secure, helping them to settle quickly.

Staff provide a good range of resources, helping children learn about everyday technology. For example, children enjoy playing with a variety of interactive toys, such as the whiteboard and computer. They know how to make marks on the whiteboard, and change the colour and size of the marks they make. They confidently make toys work, pressing buttons to make sounds and lights flash. Older children complete simple programmes on the computer independently. Children enjoy exploring paint, and have fun making marks with their hands and fingers. This helps to develop young children's early writing skills in a fun way. They enjoy building with blocks, staff encourage children to count and talk about the different sized blocks. This enables children to use number names and mathematical language in their play. Children enjoy being creative and use a wide range of resources; such as glitter, feathers and shapes to make 'Mother's Day' cards. Staff also model writing and children are encouraged to write their own name, this helps to develop children's early literacy skills very well. The outdoor area is very well equipped and children have good opportunities to explore the natural world around them. For example, they enjoy using the willow tunnels to hide in and explore. They enjoy searching for mini-beasts and digging in the mud, however, natural and real items to enhance children's exploration skills in the indoor area are not freely available.

Staff have established good relationships with parents to help meet children's individual care needs. In-depth daily discussions, regular meetings and sharing of children's learning journals with parents helps to ensure parents are fully involved in their child's learning. Summaries of children's learning and the progress check at age two are completed regularly, and shared with parents and relevant agencies. This helps to promote children's learning to an optimum level.

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

The environment is friendly, warm and welcoming, and the wide range of resources are easily accessible in low-level storage units. The baskets are labelled to support children in making their independent choices. The main play room has areas of learning, such as the role-play area, investigation area and book area. Children confidently navigate around the nursery, freely choosing how and with what they would like to play. However, on occasion the routine of the sessions means most resources are tidied away before snack time, which interrupts children's play, so they have fewer opportunities to pursue and explore their ideas.

Although the outdoor area is very well resourced and the timetable of activities show children have opportunities to use the outdoor area freely. Staff are not yet consistently encouraging children to access the outdoors throughout the session and still, on the whole, stick to designated outdoor play times. This does not fully support children who learn best outdoors. There is a first aid kit available at all times and all staff have completed relevant first aid training. Accidents and the administration of medication are recorded, and parents are informed.

Staff promote children's self-help skills and emerging independence. For example, children are encouraged to pour their own drinks, butter their toast, manage their personal care, such as washing their hands before meals and snacks, and putting their coats on before outdoor play. Staff talk with children about healthy foods, so they begin to understand about healthy lifestyles. A wide range of information is gathered from parents and a range of agencies about children's individual needs. Staff use this information well to ensure parents requests, children's routines and needs are fully met. The children are well behaved, staff praise them for sharing and taking turns with peers and younger children. They are encouraged not to climb on tables or run around, staff give gentle reminders of expected behaviour. Therefore, children are aware of boundaries and know what acceptable behaviour is.

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

The leadership and management of the nursery requires improvement due to breach of statutory requirements of the Early Year Register and the compulsory part of the Childcare Register. This inspection was brought forward by Ofsted when they received notification that a child had left the premises unsupervised for a short period of time. The management team met their legal responsibility to notify Ofsted of the significant event. The manager took swift action to address the incident and has taken steps to ensure an incident of this type does not occur again. Risk assessments have been reviewed and procedures for the arrival and collection of children have been reorganised, ensuring that this process is monitored by a member of staff at the playroom door and external door. A rota is clearly displayed to inform staff of the days they need to monitor the doors, however, at the time of the incident a child was able to leave the premises, therefore demonstrating they did not fully understand their roles and responsibilities during this time. Although procedures have been reviewed following the incident, staff are not fully aware of their roles and responsibilities in relation to these new procedures. This does not ensure children are safe at all times. Staff to child ratios were maintained at the time of the incident and the provider continues to ensure that more than sufficient staff are present at each session. Notices have been posted on external gates asking that parent's and visitors ensure they are closed at all times, and a gate is to be erected between the building and fence. Staff are deployed, so at least one member of staff is in the main playroom at all times, and staff go outdoors with children to ensure children are supervised.

Staff have a mostly sound understanding of their responsibilities for protecting children

and many have completed safeguarding training. A written policy is in place, which includes contact numbers for the relevant authorities, so staff know who to pass concerns on to. All the required records are in place and readily available for inspection. Staff have a good understanding of the educational programmes, and robust systems are in place to observe, assess and monitor children's progress. Staff attend regular training to develop their knowledge and skills. The supervision of staff focuses on improving the quality of teaching and learning, and staff are encouraged to improve their qualification levels wherever possible. Staff recognise the importance of professional development and work closely with the local authority advisors, developing action plans to identify priorities for improvement. This helps to enhance children's learning and development. Parents spoken to on the day of the inspection are very satisfied with the care their children receive. They describe the staff as being 'friendly' and feel their children have made progress, particularly developing their confidence and social skills, since starting at the nursery. Effective partnerships with schools are in place and the nursery staff work well with other agencies, such as a speech and language therapist to ensure children get the help and support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving.(compulsory 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	EY342162
Local authority	Redcar & Cleveland
Inspection number	965994
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	52
Name of provider	Redcar Sunny Days Playgroup Committee
Date of previous inspection	25/01/2010
Telephone number	01642 484 404

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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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