

Sunshine Day Nursery (NGH)

Herries Road, Sheffield, South Yorkshire, S5 7AU

Inspection date	30/04/2014
Previous inspection date	16/04/2010

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

- The nursery is led by a strong management team that reflects on what is good in the nursery and what could be improved. They set achievable targets and take action to make improvements resulting in children having positive experiences and making good progress.
- Staff are well qualified. They have a secure knowledge of the areas of learning they must provide for and have a good understanding of how children learn. As a result, they use and adapt their teaching methods to meet the different needs of the children at the nursery.
- Children are confident, happy and settled. They have strong relationships with the staff and particularly their key person. Staff are perceptive and recognise babies' and younger children's cues when they are hungry, tired or need comfort.
- Children's safety and security is given high priority. All staff have training in safeguarding and protecting children. They know and understand the procedures to follow if they are concerned about a child, or about a colleague's behaviour around children.

It is not yet outstanding because

- Lunchtime routines are designed to help children to become more independent as they move through the nursery. However, on busy days the current routines mean children become restless as they wait and, as a result, they do not benefit as fully as they could from the experience.

- Staff do not always plan effectively enough to promote and develop children's language and thinking skills when they use the shared outdoor play 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 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 observed activities in the five playrooms and the outdoor learning area.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector held meetings with the management team.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of practitioners working with children, the provider's self-evaluation and the development plan.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Mary Smith

Full report

Information about the setting

Sunshine Day Nursery, at the Northern General Hospital, has been open for more than 30 years. It is located on two sites within the hospital grounds. The nursery provides childcare for staff of Sheffield Teaching Hospital's NHS Trust, other National Health Service staff and children from the surrounding area. The nursery is open Monday to Friday, with the exception of public holidays. Times of opening are from 6.30am to 7pm. There are five rooms used for children, plus the holiday club area. Additional space is made available for two-year-old children who receive funded early education.

The nursery has places to care for 188 children under five years and also operates a holiday club for children over five years. There are currently 149 children on roll. This includes 19 three-year-olds and 33 four-year-olds who are receiving nursery education funding. Children attend for a variety of sessions, including daily three-hour sessions for children attending solely to receive funded early education. A holiday play club operates in school holidays for children aged four to 11 years. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. All children share access to a secure enclosed outdoor play area.

There are 17 full-time staff members and 10 part-time staff members employed to work with the children. Two members of staff have Early Years Professional Status, all other staff members are qualified at level 2 to level 5, the majority are qualified to level 3 and some are working towards a higher childcare qualification.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- improve children's experience of play in the shared outdoor area by planning more carefully for their language development and to develop their thinking skills.
- review the arrangements for lunchtime so that all children benefit from making choices about their meal and serving themselves without waiting for too long, even on days when the nursery is busy.

Inspection judgements

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

Staff across the nursery understand well how young children learn and develop. Children are cared for in groups that are designed to, and successfully do, meet their developmental needs. Staff working with babies and the very youngest children skilfully adapt how they speak and respond to the children. They respond to young babies' babbling and have 'conversations' with them to acknowledge and encourage them to communicate verbally. As babies develop staff model language and repeat words for older babies to copy. Staff working with two-year-old children are very aware that children's physical development is essential to their good development in other areas so they make sure that these children have space to play, especially in the outdoor environment. When outdoors staff provide opportunities and support to these children to climb on fixed equipment and tree stumps, move forward and backward on sit and ride toys and balance on platforms. At times though, there is not enough thought given to how these children, and older children, might be supported with their language development, or how they might be challenged to think and reason while playing and learning outdoors.

Staff take time to find out about what children know, understand and can do as they start at the nursery or when they move onto the next room. Regular observation and assessment is used very well by staff to plan challenging and interesting activities for children. All children see vegetables grow and harvested from the planters in the shared outdoor area and older children are patiently monitoring eggs waiting for chicks to hatch. As they move through the nursery each child's key person provides a thorough summary assessment for the next room. This enables the child's new key person to plot their development on a tracker and is then able to plan effectively for their continued learning. Parents receive and acknowledge written summary reports about their child's development. This helps them to clearly understand how staff in the nursery are supporting their child's learning needs. Some parents also respond positively to the nursery's request for ongoing information about what their child can do when they are at home so that staff can take into account as much as possible about the child when planning for their development.

Children who have special educational needs and/or a disability, or those who speak English as an additional language make very good progress. Staff work very closely with professionals such as speech and language therapists and physiotherapists to adapt their teaching to meet the individual needs of the children. A small group of children taking part in a speech and language activity with the special educational needs coordinator listened attentively to the questions and instructions which were pitched at different levels according to each child's ability. They were expertly supported to practise and repeat what they were doing and the activity clearly matched the individual education plan in place for one of the group.

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

The nursery is well staffed by adults who are knowledgeable about the need to supervise and support children so that they are safe and protected. Staff have a keen eye for children's safety in and around the setting and policies and procedures to protect children's welfare are well understood and applied on a daily basis. Staff make sure that they are working where the children are playing in the well-resourced environment so that

minor disputes between children are sensitively managed and children are well supported to develop their understanding of acceptable behaviour. As a result of this approach there is a calm and happy atmosphere throughout the nursery. Babies in particular are very settled and younger babies are cradled while they have a bottle feed and snuggle into their carer for comfort when they are tired. This means, from the youngest age, children form very secure emotional attachments with the staff and this helps them to feel very comfortable within the nursery.

Children attend the setting from a very wide geographical area and as a result the setting has taken a very practical approach to preparing children for the next stages in their learning, including the move to school. Children of all ages have sessions where they sit together as a group for singing, story or drinks. This type of session is adapted well as the children get older, with the oldest children working on tasks such as mathematical activities in small groups according to their level of understanding. The oldest children have a cloakroom with a named coat peg and a named drawer for their personal items to help them to become even more independent when they are getting ready to go outdoors or go home. Lunchtimes have also been designed to support children's developing independence. As they move through the nursery they are more involved in choosing their meal and serving themselves. This, generally, supports children's independence and levels of self-confidence very well. However, while this is a very positive approach, on days when the nursery is busy children have to wait too long to go and get their food and become restless and bored. This creates an unsettled start to what is then a sociable time with staff joining children at the table while they eat their meals.

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

There is a strong team approach to the management of the nursery. Leaders and deputy managers have clearly defined roles and responsibilities which provide the manager with a good overview of the nursery. It also means staff have a secure understanding of who to speak to, for example, if they need help with a child's speech and language development. This collaborative approach to management has resulted in there being an honest and accurate appraisal of the nursery's strengths and weaknesses. As a result of this, the nursery has got good capacity to sustain improvements in practice and provision. Recommendations for improvement made at the last inspection have been acted upon. The nursery's self-evaluation form and development plan clearly illustrate that managers and leaders fully understand their responsibility to meet all the requirements of the Early Years Foundation Stage. They clearly monitor the delivery of all educational programmes and monitor the achievements and progress of all children closely. The management team have a very secure understanding of the safeguarding and welfare legal requirements and take all appropriate action within the nursery to keep children safe and promote their welfare and safety.

The well-qualified staff group are positively supported in their professional development. One-to-one meetings and close monitoring of their work is used effectively to identify any training and development needs either for individuals or for the staff team as a whole. Where staff members need specific support because their practice is not good enough it is

tackled swiftly to address the issue. This approach has led, for example, to improvements in how observations of children are recorded and in turn how their learning is planned for.

The nursery is persistent in its desire to work with parents and engage them in nursery life. Parents receive useful reports about their child's progress. Written reports include information about what the nursery has identified what the children will be working on next, but parents also have informative daily discussions with staff about their child. Managers and leaders have a regular monitoring and one-to-one meeting cycle, which provides staff with the opportunity to discuss concerns about any child's welfare and development, their own development and to receive feedback on any monitoring of their work. When staff identify that a child needs extra support they work well with parents so that the child gets the support needed to help them to make swifter progress in their development. Staff who take a lead role, such as the parent coordinator, are given good support to develop their knowledge and expertise and this has led to staff, children and parents receiving good quality advice and support.

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	503524
Local authority	Sheffield
Inspection number	973142
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	188
Number of children on roll	149
Name of provider	Sheffield Teaching Hospitals NHS Trust
Date of previous inspection	16/04/2010
Telephone number	0114 2266066

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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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