

# Sunshine Day Nursery

Royal Air Force, Brize Norton, CARTERTON, Oxfordshire, OX18 3LX

<b>Inspection date</b>	02/04/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Teaching is good, which helps children to make good progress in the prime areas of learning. Staff provide good support for children with special educational needs and/or disability. This helps children to achieve overtime.
- Effective care from key people supports babies to develop a sense of security and growing confidence to explore.
- The leadership and management have good knowledge and understanding of how to safeguard children in their care.
- Leadership and management have effective systems in place to support the team's professional development. Therefore, staff are able to enhance their practices further, which promotes positive outcomes for all children.

### It is not yet outstanding because

- Opportunities for the oldest children to use a range of technology to develop their skills are limited. For example, completing a simple program on the computer.
- The youngest children do not always have access to a wide range of materials to experiment with and experience through sensory exploration.

## 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 observed activities in the four playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held meetings with the manager and the personnel manager of the nursery.

## Inspector

Ruth George

## Full report

### Information about the setting

Sunshine Day Nursery originally registered in 2007 and re-registered in 2013 due to a change in legal status. The nursery is on the Early Years Register. A committee of trustees manages the nursery. The nursery operates from purpose-built accommodation at Brize Norton on the outskirts of Carterton in Oxfordshire. Children use four playrooms and have access to outdoor play areas. The nursery opens on weekdays from 7.45am to 5.15pm all year round, except for bank holidays and a week at Christmas. There are currently 86 children attending within the early years age range. The nursery receives funding to provide free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are 30 members of staff working with the children. Of these, 26 hold appropriate childcare qualifications. There are five members of staff working towards a qualification ranging from levels 2, 3 and 5. Currently, one staff member has achieved Early Years Professional Status.

### What the setting needs to do to improve further

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

- provide the older children with more opportunities to use a range of technology to develop their skills such as completing a simple program on a computer
- include a wider range of media and materials to develop the youngest children's sensory experiences through exploration.

### Inspection judgements

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

Teaching is good and children are making good progress in their learning in relation to their starting points. The staff have a secure knowledge of the children's prior skills and use this to plan a range of good activities to enhance their learning.

The staff organise the environment well. This allows babies space to move around and discover a range of activities that support and develop their physical skills. They enjoy exploring their environment and are becoming confident and independent. However, staff plan fewer opportunities for the younger children to explore a wide range of materials to enhance their sensory experiences. Staff and young children enjoy sharing books together, staff name objects giving time for children to respond. Babies take part in this two-way conversation, pointing at the pictures, and babble in response to their key person. Staff provide good opportunities to build children's language skills encouraging

them to find their voices.

The staff effectively support children to become confident and independent learners as they engage in pretend play together. Children show a developing imagination, based on their first hand experiences. For example, going to the shops and laying the table for lunchtime. Staff provide good support for children with special educational needs and/or disabilities. They work in partnership with parents and other professionals to help children to achieve overtime. Effective teaching supports children to think about the natural world. For example they discover how the recent downpour of rain affects the sand, which makes it mould together. Staff teach children to care for their environment, they help to put toys and resources away and recycle plastic and paper. This effective teaching supports the younger children to make good progress in the prime areas of learning and prepares them for their next stage in learning.

The staff plan a good range of activities for the oldest children preparing them well for their move to school. Staff skilfully support children to develop their skills for reading and writing, using a letters and sounds teaching programme. Staff make good use of musical instruments and songs to teach awareness of rhythmic patterns in words. The oldest children are beginning to recognise initial sounds of their names and other words, and to segment and blend sounds to make words. Staff ask children if they can think of a word that starts with the letter sound 'n' and they reply excitedly saying 'neck', 'nose' and 'nana'.

Staff plan days each week for the older children to have a physical education lesson, supporting children to manage undressing and dressing. However, staff do not always plan opportunities for the oldest children to use a range of technology. Staff include a good range of activities that support mathematical development. Therefore, teaching supports children to gain a good grasp of counting, number problems and mathematical language. Some children effectively hold their pencil making very good attempts to form numerals and draw cubes to correspond to their numbers.

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

Key persons support their key children to develop secure attachments so they are emotionally well prepared for their next stage in learning. Children settle very well, with cuddles and reassurance from their key person. Key persons support children's transitions well, preparing children for their move to a new room in the nursery or to school. They recognise behaviour that indicates changes in children's lives, for example, when children become unsettled because parents have to work away from home. Key persons effectively care and support the youngest children to have a sense of security, good emotional well-being and confidence to explore the environment. The nursery chef provides a good varied menu. Staff encourage children to try new foods and talk to them about making healthy food choices. Staff plan a good range of activities outdoors which provide challenges to support children's physical well-being. For example, children enjoy climbing and jumping and a big favourite is to run up and down the garden slope, gaining control and coordination of their bodies. This supports children from an early age to gain a

positive attitude to being outside in the fresh air and supports a growing understanding of healthy lifestyles. Staff provide sensitive support to encourage children to manage their personal care routines independently and to anticipate nursery routines and time to rest. Staff are consistent role models for children. They teach children to understand what is right and wrong, to be kind to each other and to care for their environment. This helps children to learn how to manage their own behaviour. Staff have a good knowledge of keeping children safe from harm. They know how to report concerns to protect children's welfare and how to report any concerns they may have about how other adults behave towards children. The nominated health and safety representative has attended training and cascades this knowledge to staff, they act promptly to hazards and keep the environment safe for the children. The management and staff are working in partnership with other professionals to support children's move to school. The management attend meetings, in which teachers discuss how practitioners can support children to have the necessary skills prior to going to school. This helps to ensure that children are ready for school, which helps them to move into the next stage of their education with confidence.

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

Leadership and management have good systems in place to review practice and have made good progress since the last inspection to drive improvement. The management share responsibilities to monitor and oversee staff practice. They ensure that observations and assessment inform planning and support children to make good progress in the prime and specific areas of learning.

The management team's recent introduction of cohort tracking means that the management team can identify children or groups of children that may require additional support. The special educational needs co-ordinator works effectively with parents and other professionals. Regular meetings enable the special educational needs co-ordinator, parent and other professionals to share children's achievements, to set new targets and to help all professionals to plan for the children's next steps.

Recruitment procedures are robust. The management ensure that all staff complete the necessary Disclosure and Barring Service checks prior to starting work. This helps to check, staff's suitability to work with children. New staff are paired up with mentors within the nursery who support them through the induction procedure. This helps all staff to understand their individual roles and responsibilities. The management team has effective systems in place to support the team's professional development. Managers celebrate successes and identify training to enhance practice further during staff supervision and appraisal. Team meetings provide opportunities for all staff to share good practice and to cascade any recent training attended.

The leadership and management have a good knowledge and understanding of how to safeguard children in their care. Risk assessments and daily visual checks work effectively to identify and minimise all possible hazards to children. The management team use their knowledge from specialist safeguarding training to support the staff team. Safeguarding is

a regular discussion item at staff meetings and managers discuss safeguarding with individual staff at supervision.

Parents value the partnerships they have with their key people and other staff. Parents express how happy they are with the care and learning provided for their children. One father expressed 'the nursery is fantastic, the settling-in visits helped the girls feel settled before the big day came when mum had to return to work.' Parents say that they are happy with their children's progress. They appreciate staff sharing and offering ideas as to how they can support their children's learning at home. This helps all children to make consistently good progress in relation to their starting points. Therefore, children are ready for the next stage in their learning and development.

## 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

<b>Unique reference number</b>	EY461857
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	935407
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	78
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Sunshine Day Nursery Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01993 846396

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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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