

Sunshine Day Nursery

Clatterfield Gardens, Westcliff-on-Sea, Essex, SS0 0AX

Inspection date	27/08/2014
Previous inspection date	11/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children and babies make good progress in their learning and development as they engage in a broad range of activities inside and outside, which are planned around their interests and developmental needs.
- Children and babies are happy, confident and secure within the nursery because staff have developed close relationships with them. They are encouraged to be independent, which promotes their confidence, self-esteem and helps them to develop good self-care skills.
- Effective partnership working with parents means that there is continuity of learning between the nursery and home, which successfully contributes to the good progress children make.
- Children's welfare is effectively safeguarded by staff, who have a good knowledge and understanding of how to protect children in their care.

It is not yet outstanding because

- The opportunities for children to further extend their early writing skills and use technology within everyday play have not been fully explored.

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 indoor and outdoor learning environments and looked around the premises.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held discussions with the staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written responses on the parents' notice board.

Inspector

Patricia Champion

Full report

Information about the setting

Sunshine Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries run by Sunshine Day Nursery 2003 Limited. It operates from a two-storey converted building in Westcliff-on-Sea, Essex. The nursery opens Monday to Friday, from 7am until 7pm, all year round, except public holidays. Children attend for a variety of sessions. They are cared for in four playrooms and have access to an enclosed area for outdoor play. There are currently 68 children attending, who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and those, who speak English as an additional language. There are currently 12 staff working directly with the children, all of whom have an appropriate early years qualification. One member of staff holds an early years qualification at level 5, two staff hold relevant qualifications at level 4, eight staff hold qualifications at level 3 and one member of staff holds a qualification at level 2. The nursery also employs a cook and three bank staff to cover for staff absences. It receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the opportunities for children to further extend their literacy skills, for example, by providing children with a choice of writing materials in their role play and by encouraging them to write captions and labels for display
- enhance opportunities and resources to further support children's interest in exploring and investigating technology.

Inspection judgements

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

The management and staff team have developed their knowledge of the learning and development requirements of the Early Years Foundation Stage. Since the last inspection, staff have become skilled in planning for children's individual needs and learning priorities, ensuring that every child makes good progress from their starting points. They now ensure that children's individual interests, needs and stage of development are acknowledged and used to plan enjoyable and challenging experiences for them across all areas of learning. The progress children make is tracked to ensure there are no gaps in their learning and development. Staff hold discussions with parents and then provide a comprehensive summary of their child's learning and development for the progress check for children between the ages of two and three years. Ideas for activities and books or

resource packs are provided, so that parents also become involved in their children's learning at home. Staff effectively support children with special educational needs and/or disabilities and those, who speak English as an additional language. The well-embedded strategies, such as visual prompts and consistent ideas and activities from home and other professionals means that children with special educational needs and/or disabilities make good progress.

Teaching is good and children are motivated to learn. Children are fully encouraged to make choices during their child-initiated play times from the range of resources around them. They relish the opportunity to choose between indoor and outdoor play. Children eagerly put on their boots to find out what staff have set up for them to explore, investigate or experiment with in the garden, where the range of resources are particularly appealing. For example, children have great fun investigating in the 'mud kitchen', observing how water flows along chutes or building an imaginative obstacle course using wooden blocks and larger scale construction toys. Interaction between the staff and children is good. Staff sit alongside children and babies as they play, helping them to do what they are trying to do, without taking over or directing. They ensure children have uninterrupted time to play and explore, which ensures that they become engrossed in their play and maintain focus on their activity for a period of time. Communication is promoted through listening and open-ended questioning that extends children's thinking and vocabulary. As a result, children are becoming confident communicators.

Overall, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school. They are motivated to try things for themselves through a good blend of adult-led and child-initiated play experiences. Children look at books for pleasure. They listen attentively to stories and eagerly anticipate what is going to happen next. Children develop their literacy skills as they learn about sounds and letters and write their names on artwork or make notes when they use the writing table. They develop strong pencil control. However, they do not consistently have opportunities to experiment with writing for different purposes, for example, by writing lists during role play or by creating captions and labels for display. Children's mathematical skills are well promoted through fun and practical activities, such as making and counting shapes using play dough. Children's scientific knowledge is developed by exploring the properties of magnets or considering changing water levels after they jump into a puddle. However, there are fewer opportunities for children to use technology within their everyday play, for example, by extending the access to working items that children recognise, such as a camera or computer.

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

Staff provide a secure and happy environment where children and babies feel comfortable, safe and emotionally secure. The sensitive, caring interactions between staff and children ensures that positive and trusting bonds are formed. Children show they are forming good relationships with the staff, when they greet them fondly and babies eagerly hold up their arms for a hug. Children settle well because staff find out good information from parents about their child before they start at the nursery, to ensure all children's needs are known and effectively met. Parents are invited to settling-in sessions with their children when

they first start to attend, so that children quickly get used to their new surroundings and people. Staff also ensure that the individual needs of children are shared within the setting through transition reports, to support them as they move between rooms within the nursery. Strategies used by staff to support children when the time comes to move on are good. For example, staff liaise well with other providers and schools. This and good relationships with the parents ensures that all parties work closely to ensure children are ready for the next important phase in their learning.

Children develop a good understanding of healthy lifestyles as they enjoy experiences based around the teaching of health and the benefits of physical exercise. Staff are fully aware of each child's individual health and dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Daily routines for hand washing, before meals and after playing outdoors, are securely embedded and undertaken independently by older children. In addition, children have toothbrushes, so they learn about the importance of dental hygiene when they clean their teeth after meals. Nappies are changed in a manner, which ensures that babies and children have privacy and remain comfortable. Staff promote children's developing independence and self-care skills well at mealtimes. For example, younger children competently feed themselves and older children serve their own food and pour their drinks. Staff talk to them about the importance of eating fruit and vegetables, encouraging them to try different tastes and textures.

Staff support children of all ages to identify and manage risk to help keep themselves and others safe. For example, children are encouraged to use the stairs responsibly as they go up to the playroom on the first floor. During activities, they carefully use toys and tools, such as kitchen utensils with support and reassurance from staff. Children participate in regular fire evacuation drills, so they understand how to keep themselves out of danger in an emergency. Staff are very mindful of the effects of warm temperatures and children learn why they need to wear appropriate sun protection and play in shaded areas in the garden. Children play cooperatively with their friends because staff use positive behaviour management strategies. Staff ensure that children learn about taking turns and understand the importance of demonstrating kind and respectful attitudes towards others. The playroom walls contain many examples of children's creative work, which gives them a sense of belonging and shows them that their opinions and creations are valued by staff.

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

The management and staff team have a good understanding of the requirements of the Early Years Foundation Stage. Since the last inspection and subsequent monitoring visit, the provider has improved the nursery in respect of the staff's ability when planning to meet children's individual learning and development needs. Staff have received additional guidance in the learning and development requirements. As a result, they are now confident in extending children's next steps in learning and they provide more challenging and enjoyable activities. The range of policies and procedures have successfully been updated to ensure children are well protected. Risk assessment procedures are now more robust and parents are now more aware of the complaints policy and procedure. This

means that the safeguarding arrangements are much improved because staff are consistently aware of their roles and responsibilities when minimising potential risks and protecting children in their care. Staff have a good understanding of how to recognise signs and symptoms of abuse and know the procedures to follow should they have any concerns. The management team understands the importance of robust recruitment procedures. As a result, clear systems are in place and all staff are checked to ensure they are suitable to work with children. The required staffing ratios are met and staff supervise children effectively, while still encouraging their independence.

The management team monitor staff performance effectively through regular analysis of planning and assessment documentation and ongoing observations of staff practice. Any shortfall in performance is promptly addressed. In addition, the professional development needs of individual staff are identified through supervisions and appraisals. Training from the local authority is embraced and this has contributed to raising quality within the nursery. Self-evaluation is thorough, ongoing and accurately identifies the strengths of the nursery and priorities for future improvement. Staff also evaluate areas of provision at staff meetings and reflect on activities and plans. There is a clear and well-targeted action plan in place and continuous and significant improvements have been made since the last inspection. Consequently, all the actions and recommendations set at the last inspection have been addressed. Staff also monitor the nursery's effectiveness by obtaining the views of parents and children through discussions, observations and written comments.

Partnerships with parents, other providers and professionals are effective. As a result, children's needs are identified and met. Parents are provided with information about the provision and their child's care and learning and developmental progress at all levels. Parents share what they know about their child's routines and learning. As a result, children settle quickly into the provision. This also helps to embed strong positive relationships with parents from the start. Parents spoken to are complimentary about the nursery and the staff. They comment about noticing improvements in the nursery, particularly in relation to the environment and the wider range of activities their children enjoy. The management team have close links with other professionals involved with the children, which contributes to ensuring their care and learning needs are met.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	968605
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	68
Name of provider	Sunshine Day Nursery 2003 Limited
Date of previous inspection	11/03/2014
Telephone number	01702 333 313

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

