

# Sunshine Daycare

Highfield Children's Centre, Fordfield Road, Ford Estate, Sunderland, SR4 0DA

## Inspection date

02/10/2014

Previous inspection date

04/03/2011

## 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 understand how to protect and support the children in their care. Children's behaviour shows that they feel safe in the setting.
- Management are reflective in their monitoring of planning and assessment and display a good understanding of all children's abilities and progress. Children's needs are identified, their progress monitored and gaps are closing.
- Parents contribute to initial and ongoing assessments of children's development. Parents value the support staff provide in order to meet children's needs.
- Practice is commonly based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. The quality of teaching is consistently good.

### It is not yet outstanding because

- Opportunities for children to have experience of exercise and fresh air are not maximised.
- Discussion with children around healthy eating and exercise, to increase children's knowledge of the importance of healthy lifestyles, is not highly effective.
- Children's independence is less well supported to enable them to independently access water at all times, for example, through individual water bottles or cups.

## **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 had discussions with the manager.
- The inspector talked with staff and children.
- The inspector observed activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to throughout the inspection.
- The inspector sampled a range of documentation, including assessments, planning, records of suitability and the qualifications of staff working with the children.

## **Inspector**

Brenda Graham

## Full report

### Information about the setting

Sunshine Daycare has been registered since 2007. It operates from within Highfield Community Primary School in Sunderland. Pennywell Neighbourhood Centre runs the setting through a voluntary committee. The day care is provided within two designated play areas and the adjacent Early Years Foundation Stage Unit within the school. Children have access to two secure enclosed outdoor play areas. The nursery receives funding for the provision of free early education for two-, three-, and four-year-old children. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday from 8am to 5pm for 50 weeks of the year, closing during the Christmas holiday period. The nursery currently takes children from six weeks of age and also offers care to children aged eight years to 10 years during the holiday period. There are currently 56 children on roll who are all within the early years age range. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are nine members of staff who work directly with the children. Of these, the childcare co-ordinator holds a relevant qualification at level 4, the deputy and a nursery practitioner hold a qualification at level 6 and the remaining six staff all hold a qualification at level 3 and above in early years. The nursery receives Qualified Teacher support as well as 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:

- extend outdoor opportunities for children to have experience of exercise and fresh air
- create more discussion with children around healthy eating and exercise to increase children's knowledge of the importance of healthy lifestyles
- increase children's independent access to water throughout the day, for example, through individual water bottles or cups.

## Inspection judgements

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

Children are well supported in their learning and development. This is because staff have knowledge and a good understanding of the Early Years Foundation Stage. This means that children are gaining a range of skills that will support their future learning in school. Staff display a good understanding of how children learn by providing opportunities for

active learning. The quality of teaching is good during activities. For example, the children enjoy a sensory activity using icing sugar and this provides them with first hand experience of playing and exploring, and being active learners. They become engrossed and discover that they can create clouds when they blow the sugar or clap their hands in it. This encourages children to develop early science skills and develops their understanding of the world. Children's language and communication is a focus for the nursery. Staff make good use of opportunities to talk, read and sing to children. Communication skills are being developed as children sing and sign songs during welcome time and discuss where they want to play. Each child points to a photograph of an area they want to play in and moves to that area. Children play with some plastic farm animals, which are placed on a tray filled with hay. Staff sit at the table and chat to them, naming the animals and making the noises of the animals. This provides opportunity for the child to learn to make links as they connect the animals and the noises which they make, enhancing children's understanding of the world and speech and language skills. Children have access to books and mark making resources. These encourage early reading and writing skills.

Physical skills are developed as children use muscles move around the environment. Hand and eye coordination and fine motor skills are used as children select items from the basket and handle a range of resources. The indoor and outdoor environments are well resourced, therefore, allowing children to be active and engaged throughout the day. Furniture, resources and equipment are of good quality and age appropriate for the children. Outdoor play encourages children to have first hand experiences and challenges, thus broadening their exploration and learning. However, opportunities for children to access the outdoors are not always maximised, to provide wide ranging experiences for children to exercise in the fresh air.

All children are progressing well in their learning and development in relation to their starting points. Prior to attending the nursery, parents share relevant information about the children's welfare and interests. Staff are aware of their key children's areas of strength and where they need further support. Staff carryout regular observations and record children's development across all areas of learning. This allows all children to learn and progress in their development, given their starting points. Children's progress is tracked effectively. This gives staff an overview of what children can do and identifies any gaps. Individual plans are tailored to children's specific needs which enables all children, including those with special educational needs and those who speak English as an additional language to make good progress towards the early learning goals. Parents are kept informed of their child's progress and have access to their child's development file. Children are provided with good opportunities and experiences that enhance learning and development within all key areas to be ready for school or their next stage of learning.

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

The nursery is fully inclusive and warmly welcomes all children and families. Staff engage with parents and gather information on the child's care needs and development. Consequently, staff are able to build good relationships with children and families. As a result, children have a smooth transition into nursery, which means the children are

content and feel secure. Staff focus on children's personal, social and emotional development. The key person system is well established. Children demonstrate strong attachments as they approach staff members for reassurance and cuddles. For example, staff lift them up and give cuddles which comforts children who become upset. Once reassured, children are happy to continue exploring their environment. Secure attachments with a consistent adult mean that children's needs are met well. Personal skills and emotional well-being is promoted, as children are welcomed as individuals and so begin to develop a sense of identity. During activities, children are encouraged to explore their feelings. Subsequently, children develop an awareness of their emotions and the feelings of others. Staff provide areas where children can relax and have quiet time to meet their individual needs.

The outdoor area allows children opportunity to be active and enjoy exploring. They can engage in physical play whilst experiencing fresh air and challenge. Children develop an awareness of good health and hygiene through staff supporting them with daily routines. For example, they help children to wash their hands before meals and after using the toilet. Staff sit with the children during mealtimes and are good role models. They support the children to adopt good table manners and develop healthy eating habits. Therefore, children begin to develop and understand social skills. Although the quality of care and teaching is good during activities, there were some missed opportunities. For example, conversations were not expanded in order to increase children's understanding of healthy eating and exercise when children were chopping vegetables or taking part in the 'busy bodies' activity. Mealtimes create an opportunity for staff to encourage children's independence, allowing children to become more skilled and confident in their personal and social development. However, although water is available throughout the day, children do not have independent access to water. This is a missed opportunity to further develop their independence and support them to meet their own needs when thirsty.

Staff have a consistent approach in their expectations for behaviour and children behave well. They provide them with guidance to maintain their own safety, and to be careful around younger children. Therefore, children become aware of managing risk. In addition, they begin to understand their own emotional well-being and the feelings of others. Children are given clear instructions and praise by staff for their achievements. Consequently, children develop confidence and are emotionally prepared for next stage of learning.

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

Management and staff demonstrate a good understanding of safeguarding procedures. A detailed child protection policy is shared with parents. This is effectively implemented by staff who have a comprehensive understanding of their collective roles and responsibilities. Staff attend regular child protection training keeping their knowledge and skills updated. Robust vetting procedures ensure that all adults working with children are suitable to do so. Safeguarding is important to management and staff. They implement a range of methods to ensure children are safe. There is an intercom system and closed circuit television cameras situated at the entrance. Staff and visitors sign in and out each

time they leave and enter the premises. There are registers for staff and children. Staff are vigilant with regards to safety and security and regularly head count the children. The premises benefits from an electronic entry and exit system, which only allows permitted adult's to access the setting, using a security fob. The premises are checked visually on a daily basis and detailed records of risk assessments are maintained. This helps to identify and minimize the potential risks to children and ensures a safe environment for them. A range of policies and procedures are implemented effectively, which meet the welfare requirements and help to keep children safe.

Management demonstrates a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. They monitor the delivery of the educational programme through planning, staff meetings and working with the Early Years Professional. This means staff are supported when planning for children's areas of development. Consequently, children have opportunity to progress in their learning and development. Management monitors children's progress effectively, using an electronic system. This gives them an overview of what children can do and identifies any gaps. Children and families are offered appropriate levels of support through management working in partnership with relevant agencies. Management monitors staff performance through regular observations, supervisions and team meetings. All staff have an appropriate early years qualification at level 3 and above. Also, one member of staff has Early Years Professional status. Management are supportive of staff developing their practice and consequently, staff have access to regular training and use this knowledge to effectively meet children's needs.

The management team strive for good quality and continuous improvement. The nursery has a self-evaluation tool, which they use well to improve practice. For example, they have addressed the recommendation from the last inspection by working with parents more closely to ensure they have a more complete picture of the child's learning and development. Management have plans to continue to involve parents in their child's learning and development. They also identify plans for further improvement. The nursery welcomes parents and are fully committed to working in partnership to ensure the children and families are well supported. Staff have developed good relationships with parents, through an effective key-person system and keep parents well informed about their child. Parents are happy with the care provided by the setting. They value the support provided for their children, particularly around speech and language. Management endeavour to encourage parents to contribute to their children's development records. The nursery has developed good links with schools to support transitions for children. They also have strong links with the Children Centre and other agencies. This means children receive appropriate levels of support for their individual needs.

### **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

<b>Unique reference number</b>	EY349466
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	857430
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Pennywell Neighbourhood Centre Committee
<b>Date of previous inspection</b>	04/03/2011
<b>Telephone number</b>	0191 561 2059

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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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