

Sunny Skies Day Nursery

Connor Road, WEST BROMWICH, West Midlands, B71 3DJ

Inspection date

Previous inspection date

24/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and ensures they are well protected.
- The standard of teaching is outstanding. Staff demonstrate their first-rate skills as they play alongside children and extend learning at every possible opportunity. As a result, children make excellent progress towards the early learning goals.
- Strong, effective partnerships with parents, external agencies and other providers are well embedded and contribute to meeting children's needs. Appropriate interventions are secured, so that all children receive the support they need.
- Leadership and management are outstanding. The relentless drive for improvement means that children are given the best possible start to their education. Staff are enthusiastic and highly motivated, supported through a rigorous programme of professional development.
- Key persons are exceptionally skilled and sensitive and help children to successfully form strong emotional attachments and feel very secure within the nursery. They have a superb knowledge and understanding of the children that they care for, which has an extremely positive impact on their physical and emotional well-being.

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 two playrooms and the outside play areas.
- The inspector held meetings with the manager of the nursery and undertook a joint observation with her.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector reviewed evidence of the suitability checks and qualifications for staff working with children.
- The inspector took account of the nursery's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Preston

Full report

Information about the setting

Sunny Skies Day Nursery was registered in 2008 on the Early Years Register. It is situated in purpose-built premises in the West Bromwich area of the West Midlands, and is managed by the governing body of Pennyhill Primary School. The nursery serves the local area and is accessible to all children. It operates from two main playrooms and there are enclosed areas available for outdoor play. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications one at level 5 and eight at level 3. The nursery opens Monday to Friday, all year round and sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 65 children on roll 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 who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already highly effective opportunities for parents of the youngest children to share even more about children's achievements at home, so that staff and parents can work together to fully embrace partnerships.

Inspection judgements

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

Babies and children thrive and are highly motivated to learn in this high quality nursery. All staff have a very secure knowledge of the Early Years Foundation Stage and how children learn through play. They are full of fun and enthusiasm and this is imitated by children, who are very absorbed in their play and learning. Consequently, children are gaining the key skills to support their future learning and they are extremely well prepared for school. The highly effective use of small group activities teaches children to be part of a group, develop confidence and self-esteem and work collaboratively. Staff in all rooms provide children with a good balance of child-initiated and adult-led activities to support learning. Babies and children demonstrate high levels of independence as they move around the indoor and outdoor environment and select their own choice of toys and equipment. Staff know their children extremely well and because of this, are able to plan exciting activities that will both ignite children's interest and build on their knowledge and understanding effectively. Each child's key person observes their activities carefully and uses the information to plan challenging learning experiences that build on what they know and can do. Therefore, specific resources or activities related to their needs are used to encourage them to participate in a wider variety of learning experiences. This means that all children make excellent progress at their own pace and level of development and that they enjoy

all the activities they take part in. Children's language and communication is a focus for the nursery. Staff skilfully use a range of highly effective techniques, which have a significant impact on the progress children make in this area of development. Furthermore, they maximise on every opportunity during children's play and daily routines to develop these skills. For example, they talk to children all the time, ask open-ended questions to help them to communicate their thoughts and ideas and introduce new words to extend their vocabulary. Children who speak English as an additional language also receive very good support from staff. This is because the staff learn key words in the children's home language and use signs to support their communication skills, alongside supporting their learning of English as they play. Children with special educational needs and/or disabilities are exceptionally well supported by staff who have an expert understanding of their individual needs. Staff confidently develop individual education plans, together with parents and external professionals to set realistic targets to help children progress and reach their full potential. This demonstrates how the nursery is working to close the achievement gap.

Children enjoy a well-organised environment where they can select resources to support their play. They become very engrossed in what they do and sustain their play for a long period. For example, babies enjoy playing in the coloured sand, experiencing what it feels like as it slips through their fingers and making marks. Outdoor play is a daily activity, regardless of the weather as suitable clothing and footwear are worn. Children have first-hand experiences of planting, climbing, balancing and enjoying a wide range of activities in the outdoor area. For example, staff and older children particularly enjoy sharing stories around the fire pit. Children also enjoy splashing about in the puddles on rainy days. The outdoors is very well resourced with toys and equipment for throwing, climbing, pushing, pulling, digging, and riding. This provides different levels of challenge to meet the needs of all children. Children in all rooms love to share books with staff and enjoy independent reading. Staff use visual aids, such as puppets and props to extend children's enjoyment of story sessions. Children's understanding of the world around them is developed using a wide range of resources and planned activities. For example, they enjoy trying foods from other countries during food tasting sessions, dressing up in clothes worn by people in other cultures and finding out about a celebrating a range of festivals. All children are developing their technological skills very well through a huge range of exciting resources, such as white boards and computers. For example, children enjoy drawing pictures on the white boards and sitting at the computer to participate in using a variety of educational programs.

Staff have formed strong partnerships with parents through an effective key-person system. Staff find out about what children can do before they start at the nursery and their interests through detailed discussions with parents and information obtained in their getting to know you records. As a result, staff are able to effectively plan for each child from the very beginning of their time at the nursery. Staff have a clear knowledge of their key children's areas of strength, and where they need further support. Staff carry out regular observations and record children's development across all areas of learning. Individual plans are tailored to children's specific needs, which enable them to make rapid progress in their development given their starting points. Staff have excellent systems to assess children's development, including the required progress check for children between the ages of two and three years. Children's progress is tracked very effectively. This gives

staff an overview of what children can do and identifies any gaps in their learning. This enables staff to quickly tailor additional support for children to ensure children make progress and close any gaps identified in their learning. Parents are kept very well informed of their child's progress and are provided with termly reports of children's development. In addition, open events allow their key person the opportunity to discuss the progress of children and their next steps in learning. Staff provide opportunities for parents to contribute to children's learning in a variety of ways, for example, by providing suggestions in children's day books or making verbal suggestions. Staff also provide opportunities for parents to contribute to children's learning records and talk to them on a daily basis about what their children have achieved in the nursery. However, opportunities for the parents of the youngest children to consistently contribute in a meaningful way to their child's assessment are not fully embraced. This means additional opportunities for parents to share even more about children's achievements at home are very occasionally overlooked.

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

Children are exceedingly happy and settled in the care of the attentive staff team with whom they have very close bonds and secure attachments. This supports children's sense of security and belonging. Children feel valued and soon develop a sense of belonging because staff consistently offer meaningful praise, for example, as staff acknowledge what a child has done well. This supports children's self-esteem and confidence successfully. Children are enthusiastic and chat excitedly to staff about what they are doing. They are happy and content because they are cared for by warm, caring staff who make sure that their physical and emotional needs are consistently met. Babies demonstrate extremely close relationships with their key person, as they actively seek them out for cuddles and reassurance if they are feeling tired. All children are effectively supported to become very confident and socially adept in readiness for their future learning, including going to school. For example, babies quickly settle when they move within the nursery. They already know the other areas of the nursery building, and staff and children because they share breakfast in the older children's base room. In addition, they also get to know staff and children when visiting the outdoor areas.

Staff are very effective role models of behaviour and treat children with extreme kindness and respect. They are skilful at supporting children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce reasonable boundaries. Children are consistently well behaved as staff use positive strategies to help them learn right from wrong and manage minor behavioural issues. Children are taught good manners and staff set very good examples of how to be polite and respect everyone. They are learning to be independent and to manage their self-care, as even very young children handle their cutlery with good control at mealtimes and can access their own drinks. Older children are also encouraged to serve their own meals and pour their own drinks. Children choose their own activities and initiate their own play, as resources are easily accessible to all children in each room. This supports them to develop their confidence as they make independent choices and organise their own ideas. Babies have an exciting, comfortable room where they can

choose the toys they want at floor level or pull themselves up to reach others. Staff steady them as they try to stand and walk, and encourage them to stretch and reach for what they want.

Staff actively encourage children to learn about healthy lifestyles. Children have regular access to the outside areas, which are expertly designed and equipped to support children's learning, provide opportunities to experience fresh air and enable them to participate in physical activities. Staff provide children with a wide variety of nutritious snacks and meals, which are carefully planned to ensure they access a healthy balanced diet. Information about children's dietary requirements and any food allergies is sought from parents as children join the nursery to ensure that individual needs and preferences are fully met. Children are aware of the importance of a healthy diet and of drinking water to keep healthy. Staff talk to children about foods that are good for them and foods that are not. For example, a dentist has shared information with older children about foods that are good and bad for their teeth. Their learning is further enhanced because they plant, grow and harvest vegetables from the nursery garden. The premises are clean and well maintained, so that children can play safely. Staff expertly promote children's understanding of how to keep themselves safe and encourage them to use equipment safely. For example, children and staff act immediately to the sound of the fire alarm, calmly and quickly exiting the building, adhering to the well-established procedures in place. In addition, older children also enjoy learning about road safety in the outdoor areas by identifying the different colour of the traffic lights, recognising signs and finding out what they mean. Good hygiene practices are shared and implemented in all areas of the nursery. For example, all children implement good hand washing practices and even babies are supported to access tissues independently to blow their noses.

Transitions are managed highly effectively within the nursery to support children. For example, staff implement an effective settling-in policy, which includes spending time with individual children and their parents at the nursery. This is highly successful in helping babies and children integrate. Key persons carefully plan visits to other rooms to ensure children's transition is introduced slowly and comfortably. Visits by staff from other local schools and agencies are encouraged, which effectively support children when they move to another setting. Staff ensure parents are aware of the process through discussion and the sharing of the policies, to enable all parties to support children extremely effectively at this time.

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

Leadership in the nursery is inspirational and the manager has high aspirations for quality and the ongoing development of the service. She has an excellent understanding of her responsibility to meet all the requirements of the Early Years Foundation Stage. Staff share their passion and work together tirelessly to improve opportunities and experiences for children. Children's safety is given high priority by all staff. They are deployed effectively within each of the base rooms to provide children with consistently high levels of direct support and supervision. Highly effective risk assessments for the premises and

for all outings, supplemented by daily safety checks, ensure that children are safe. Safeguarding is outstanding because staff have an extremely secure knowledge and understanding of how to protect and safeguard all children. Thorough and regularly updated safeguarding policies and procedures are known by staff and underpin the excellent practice. Staff have an excellent knowledge of the signs and symptoms of abuse and procedures to follow in the event of a child protection concern. Furthermore, all staff have undertaken training to extend their knowledge and skills in this area. All required information is obtained about children and their families, so that staff know who can have access to children, including who will collect them. Robust recruitment and vetting procedures check that all adults working with children are suitable to do so. Induction procedures are highly effective in supporting staff to settle into the nursery and work very effectively in their roles. As a result, the staff team are highly experienced, qualified and actively support the management in maintaining the high quality of the nursery. Staff ratios are maintained and the management team monitors the ongoing suitability of all staff effectively through regular monitoring and appraisals. These procedures significantly enhance children's safety and the quality of the early years provision.

All staff work exceptionally well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training. A comprehensive range of policies and procedures are effective in underpinning the consistently high practice and all required documentation is in place to ensure children's welfare is fully promoted. Systems for monitoring educational programmes, planning, assessment and children's progress is exceptional. The diligence shown to this task means that individual, or groups of children can be easily identified and where necessary support can be targeted, so that they continue to make excellent progress from their starting points. Therefore, children receive a rich and varied learning experience based on their individual needs. The extremely precise arrangements for assessment mean that staff can implement early interventions to support children's learning, including the involvement of other agencies and professionals if necessary. Rigorous procedures are also in place for monitoring groups of children within the nursery, such as those who speak English as an additional language and children with special educational needs and/or disabilities. Subsequent analysis of the data ensures that any gaps in learning are quickly identified and the relevant support is put in place. Staff form very strong relationships with other settings where children may attend in the future, such as the local schools. For example, they share appropriate information to support children's care and learning and teachers participate in visits to the nursery to meet them. All of this ensures that children receive continuity of support in their all round development. Staff have formed strong partnerships with other early years providers and regularly share information to promote children's learning, development and welfare. Partnership working with other professionals and agencies is used to identify children's needs and actively contributes to identify ways of meeting these needs. For example, by ensuring that they are aware of how to meet individual children's medical needs.

The managers and staff effectively use self-evaluation to evaluate the nursery. This is because the manager and all staff are committed to continually improving outcomes and achievements for children over a sustained period. Plans for further improvement are well targeted to build even further on the excellent provision already in place. Staff are highly motivated and committed to providing high quality services to children and parents; they work well as a team to provide the broad and well-balanced educational programmes

within the nursery. Staff build excellent partnerships with parents. Parents receive a wealth of information through daily discussions, parents' open events, newsletters and information displayed on the parents' noticeboard. There is a highly effective system to involve parents further as they are encouraged to extend children's learning at home and share what they know about their child. Parents are very happy with the care provided by the nursery. They value the support provided for their children, which prepares them well for moving on to school.

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	EY377047
Local authority	Sandwell
Inspection number	996069
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	51
Number of children on roll	65
Name of provider	Pennyhill Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0121 5885807

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

