

Sunshine Day Nursery

The Caraf Centre, 27 - 30 Cheriton, Queens Crescent, London, NW5 4EZ

Inspection date

Previous inspection date

03/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Safeguarding is given high priority. Staff understand and implement safeguarding requirements consistently, which means children are safeguarded well.
- Staff effectively use the key-person system to ensure children and their families form very strong bonds with staff, so that all children's individual needs are met, and they feel safe and secure
- Parents are well-informed about children's progress and staff offer helpful advice about how to support learning at home. As a result, good partnerships are evident and staff foster children's progress towards the early learning goals well.
- The nursery is well led and managed. Expectations are high and there is a strong commitment to developing a high-quality provision, for the benefit of the children attending.

It is not yet outstanding because

- There are fewer natural resources and activities in the outside area that supports children's curiosity and understanding of the world further.
- The programme for literacy is not fully developed to include extended opportunities for children to practise their writing skills, particularly during practical activities.

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 talked with available staff, children, some parents and held discussions with the manager.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.
- The inspector looked at arrangements for keeping children safe and maintaining the premises and equipment.
- The inspector invited the manager to carry out a joint observation.

Inspector

Nadia Mahabir

Full report

Information about the setting

Sunshine Day Nursery registered in 1984. It operates from several base rooms in an African Caribbean Education Support and Resource Centre, in the London Borough of Camden. There is an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each week day from 7.30am until 6pm, for 51 weeks of the year. There are currently 23 children on roll in the early years age range. The provider is in receipt of funding to provide free early education for children aged two-, three- and four year olds. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The nursery employs eight members of staff, of whom six hold appropriate early years qualifications or higher. The manager 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:

- extend opportunities for children to practise their early writing skills in practical situations
- enhance the outdoor area to provide more varied range of activities and resources to develop children's understanding of the world.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan well for children, using their secure knowledge of children's interests. Children are motivated well and show enthusiasm, as they play and learn. This is because staff provide a well-resourced indoor environment, which they organise effectively, enabling children to easily choose from a good range of toys and resources that meet their developmental needs. The planning of the daily routine and structure by staff helps children to move smoothly onto the next stage in their learning, in readiness for their move school. Children are happy and enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them.

Staff resourcefully use labels on storage units and in the environment to indicate to children where equipment goes. Therefore, children begin to understand that print carries meaning. More able children handle books with care and enjoy having stories read to them. Older children are beginning to link sounds to letters; some are naming and

sounding the letters of the alphabet, gaining skills that will be useful when they move on to school. However, staff provide fewer opportunities for children to practise early writing skills in their pretend play. Children have fun as they devise imaginative scenarios in the home corner, using small-world toys, dressing-up clothes and dolls. Children extend their communication skills through this activity, which encourages them to use their imagination as they develop stories and creative ideas. Staff enthusiastically join in with the role play to the delight of the children, this prompts further conversations. Staff effectively support children in using mathematical language, during routines throughout the day. They further provide many outdoor activities to enhance creative learning. For example, children use leaves and other items they collect to make imaginative collages. However, staff have not fully developed the use of natural materials in children's play, particularly in the garden area. This slightly reduces children's ability to develop an understanding of their natural surroundings.

Staff demonstrate clearly through discussion that they know their key children well, and plan activities based on their interests and individual needs. Staff gather from parents' information about children's prior knowledge, skills and understanding when children start at the setting. They use this information well to plan effectively from the beginning. Staff monitor children's progress across the seven areas of learning of the Early Years Foundation Stage. They observe children and re-shape activities during sessions, so that children's individual learning needs are met continuously, as they learn through play and exploration. The staff share these files with parents on a regular basis and include parents' voices to involve them fully in their children's learning and development. Staff take good steps to include parents in more formal updates, such as the progress check for children aged two years and regular progress meetings. This helps the parents to know more about the progress their children are making in readiness for school.

Bilingual members of staff provide effective support for children and their families who speak English as an additional language. There are good opportunities for children to see and hear their home language in their play and written information, such as their progress check and important information, which is translated into different languages for parents. Staff offer a wide range of multicultural resources and celebrate different festivals in order to support children's understanding of the diverse society they live in. Staff work closely with parents to support children with special educational needs and/or disabilities. This means that children's specific needs are known and managed well in partnership with them. Therefore, guidance or advice can be sought from external agencies to promote children's learning and development.

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

The staff place a strong emphasis on building secure relationships with children and their families from the start, so that they know precisely how to meet their individual needs. Families say they feel warmly welcomed at the nursery. Staff are sensitive to the needs of the children who have recently started to attend the nursery. They offer children comfort and reassurance, and actively encourage them to become involved in activities they like. Younger children approach staff for a cuddle if they are feeling tired, demonstrating their

attachments to the adults who care for them. The nursery is warm, welcoming and well organised. Toys and resources are of a good quality, age appropriate and stored at child height, which means they are easily accessible to children. Therefore, they are able to make free choices about their play.

Staff value the importance of outdoor play. As a result, children demonstrate a good understanding of space in the outdoor play area, especially when skilfully manoeuvring the wheeled toys to avoid riding into their friends or play equipment. Children gain an understanding of risk and keeping themselves safe as staff remind them of safety rules. For example, how to walk safely as they walk along the pavement to the front garden. Children are also included in practising regular fire drills. Staff promote a healthy attitude to exercise and healthy living. They meet children's dietary needs well through the provision of freshly prepared snacks and packed lunches that parents supply. Staff encourage children to experience tasting a wide variety of fruits or enjoy other snacks at each session. Staff help children to develop their self-care skills through managing their lunch boxes at lunchtime.

Staff consistently manage children's behaviour well and speak to them appropriately at all times. Consequently, children demonstrate good behaviour and through gentle reminders by staff, learn to play cooperatively with their peers, sharing resources and working together as a team. Staff are calm and patient, and consistent in their expectations and responses to children's behaviour. As a result, children become confident in the routines and behave well because they feel emotionally secure. This results in all children making consistently good progress in their personal, social and emotional development. Staff liaise well with staff from the local schools to establish good links for the children's care and development. As a result, staff support all children in the move into the next stage of their learning.

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

Children are well safeguarded as the management team and staff have a thorough understanding of what would cause them concern in respect of a child's care. Staff have a robust understanding of how to protect children in their care. Arrangements for safeguarding children within the provision are good and staff are confident to report concerns if required. The use of clear induction procedures by the manager ensures staff are clear about their roles and responsibilities, and the general running of the setting. The manager follows effective recruitment procedures and ensures all staff are checked thoroughly before being employed. All visitors to the premises have their identification checked and they are required to sign the record book. Alongside this, the manager keeps clear records of qualifications and staff details, which help to ensure staff are suitable to work with children. Due the effective induction procedures for new staff, they are confident in implementing the nursery's policies and procedures consistently.

Partnerships with parents and carers are good because staff develop a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the

beginning and end of the day, and staff use emails to further update parents. The use of regular newsletters ensures parents have a good overview of the setting at all times and are well informed of events taking place. Staff plan parents' evenings, which allow parents to visit the nursery at a more relaxed pace and learn more about their child's learning environment at a time, which suits them. Staff work closely with agencies that may be involved with children that have special educational needs and/or disabilities. They seek advice from other professionals, which helps them use appropriate strategies for supporting children's specific needs. The provider works with the advisor from the local authority to monitor and evaluate different aspects of nursery practice. The manager uses this information and other management observations to complete a monthly improvement plan, which clearly identifies areas for development.

The manager holds regular supervisions with all members of staff, which are effectively planned. This enables purposeful discussions, which are targeted at raising standards further and for any action points to be followed up at the next supervision meeting. The manager further uses this opportunity to discuss with staff their training needs and arrange courses. This helps to ensure staff continually develop their knowledge in order to enhance outcomes for children. Staff engage in internal training and a number of staff are studying to further their childcare qualifications. They share the findings from their research and information from studies to support other staff members so that the whole team benefits.

Through the use of effective monitoring of the educational programmes, management ensure all children receive support to help them make good progress in their learning and development. The manager has a good overview of children's learning and development because she uses a tracking system. This means she can see that all children are making good progress and can target intervention, if necessary. Management and staff have a strong drive to improve the nursery, and use clear and successful improvement plans to support children's achievement over time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	116308
Local authority	Camden
Inspection number	976107
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	22
Number of children on roll	23
Name of provider	Camden Black Parents and Teachers Association
Date of previous inspection	not applicable
Telephone number	020 7284 0030

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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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