

Sunnyfield Day Nursery

33 Knoll Rise, ORPINGTON, Kent, BR6 0EJ

Inspection date

15/12/2014

Previous inspection date

07/01/2009

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

- Management and staff share in a robust system of observation, assessment and planning to ensure good learning outcomes for children.
- Management use a secure and safe recruitment system. This ensures that all adults who are directly in contact with children are suitable.
- Management and staff understand the processes and procedures for keeping children safe and secure.
- Established and maintained links with parents, outside agencies and in-house expertise and knowledge support children's learning and development.
- Management uses a thorough system to target improvement plans which involves all stakeholders of the setting.

It is not yet outstanding because

- Staff do not always provide and organise resources so that children easily see and access the full range available to extend and enhance their play.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The Inspector observed children's learning and care practices in the baby, toddler and pre-school unit through indoor and outdoor activities.
- The inspector and manager carried out a joint observation.
The inspector reviewed children's learning folders, recruitment processes, sampled staff records, some policies and procedures, staff qualifications and Disclosure and Barring Service checks for all staff
- The inspector spoke with children, staff, parents, manager and the nominated person.
- The inspector spoke with the behaviour management co-ordinator.

Inspector

Alberta Minta-Jacobs

Full report

Information about the setting

Sunnyfields Day Nursery registered in 2004. It is one of two nurseries owned by Sunnyfields Day Nurseries Limited. The nursery operates from premises close to Orpington, in the London Borough of Bromley. It comprises of three childcare rooms, an office, staff room and kitchen. There is an enclosed garden for outdoor play. The nursery serves the local community and opens every weekday from 8am until 6pm, for 51 weeks a year. There are currently 66 children on roll in the early years age range. The nursery cares for children who have special educational needs and/or disabilities and those who learn English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 12 members of staff working with children, of whom, four have National Vocational Qualification at Level 3. One member of staff has Early Years Professional Status and another has a Degree in Early Childhood.

What the setting needs to do to improve further

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

- review the organisation and availability of resources to further extend and challenge children's learning.

Inspection judgements

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

Staff use their good knowledge of how children learn and develop very well. They plan engaging, interesting and stimulating learning experiences in all areas of learning for children of all ages. Staff carefully plan and skilfully focus on individual needs within the group. As a result, all children are making good progress toward the early learning goals. Children in the younger age range enjoy playing with large construction toys, such as wooden bricks, which they use to stack on top of each other to build towers. Older children enjoy learning simple mathematical concepts and they pour and transfer sand and water between containers of different sizes. Children enjoy imaginative play, such as, pretending to be hairdressers as staff provide hairdryers, brushes and empty shampoo bottles which enable children to pretend to wash and style their friends hair. However, staff do not always provide a wide enough range of and resources to fully develop children's curiosity and interest. Consequently, children's learning is not fully maximised.

Staff use an effective system to observe children through self-selected play or focused activities. They provide resources which help children to experiment and share their thoughts through imaginative play. However, sometimes resources are not easily accessible as they are covered up by other resources. This means that children are not

always able to see the full range of equipment available to them. For example, staff provide children with additional books, but these are covered up by natural resources for another activity. Therefore, children are unaware of the books available, which slightly minimises the opportunities for children to develop their curiosity and interest.

Staff provide parents with a short summary of each child's progress, including the progress check for two-year-old children. This helps parents to understand what their children can do and areas where they may need extra support. For example, staff encourage parents to share children's favourite dual language books with them to support their speaking and listening and literacy development. Staff work collaboratively with parents and the special educational needs co-ordinator to provide support for children based on agreed strategies.

Through effective observation, assessment and planning, all children are acquiring the skills and attitudes they need in readiness for the next stage of their learning or going to school.

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

Staff encourage and support all children to behave well. There is a behaviour management policy, which all staff consistently implement. Therefore, children learn to manage their feelings and behaviour according to their age and stage of development. Staff help children to learn important social skills, such as sharing and taking turns. Consequently, children play happily together.

Resources, indoors and outside are clearly labelled and organised to enable children to choose what they want to play with freely. As a result, children are confident and enjoy learning through play. However, the organisation of resources is not always well planned to enable children to easily access additional resources to support their imaginative and exploratory play. Staff carry out daily visual checks to identify and minimise any possible hazards to children prior to them arriving. This helps to ensure that children are able to play safely. Staff carry out regular checks on equipment and toys to remove any broken or unsuitable items.

Staff promote the well-being of all children very well through continuity of their care routines and daily physical exercise. They encourage children to learn how to take care of their own personal hygiene and use gentle reminders for the older children. Therefore, helping children to develop some of the skills they will need when they move to school. As a result, all children demonstrate their understanding of how to maintain good hygiene. For example, older children explained that 'they wash their hand to get rid of the germs?.'

Staff provide children with regular opportunities for outdoor play throughout the day. As a result, all children become physically active and have access to fresh air. The staff take the youngest children for daily local walks in a buggy. Staff promote children's good health by ensuring they all have easy access to fresh drinking water in each room. Staff provide children with a healthy, balanced breakfasts and lunches. If parents wish to provide their

children with packed lunches, then staff advise parents on choosing healthy options to support children's good health and well-being. Consequently, staff are preparing all children for school or the next stage of their learning through the daily routines of the setting.

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

The provider has a good understanding of meeting all the requirements of the Early Years Foundation Stage. Staff have a thorough understanding of safeguarding procedures and what to do should they have any concerns about children. There are the comprehensive policies and procedures to ensure that all staff have a good understanding of safeguarding children. As a result, all staff are vigilant in protecting children.

The manager monitors the delivery of the educational programmes and regularly checks the observations and assessments staff complete on the children. They ensure that staff are consistently updating the assessment records and keeping a close eye on the progress made by of all children. This enables the early identification of any children who are not making progress consistent with their age and stage of development. The manager has links with external professionals, which enables staff to seek support and guidance to help children make progress. Therefore, closing any gaps in children's learning and development.

There are good procedures to support staff in their professional development. Regular supervisions provide opportunities for staff to discuss any confidential issues and identify areas they would like to develop. The manager provides regular training for all staff ensuring that they update their skills and knowledge about various aspects of childcare. For example, all staff have recently completed safeguarding and food hygiene training. As a result, staff feel confident in fulfilling their roles and responsibilities. The provider and manager have robust recruitment procedures which they effectively implement. All staff are thoroughly checked and vetted through the Disclosure and Barring Service to ensure that they are suitable to be working with children.

The manager and staff value the parent's contribution. They actively engage parents through verbal communication, group emails, newsletters and events such as fun days and Christmas concerts. This helps to get the parents involved in their children's learning. Parents have regular opportunities to talk about their children's learning and development, which enables them to support their children at home.

The Childcare Register

The requirements for the compulsory 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	EY247912
Local authority	Bromley
Inspection number	837176
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	76
Name of provider	Sunnyfields Day Nurseries Limited
Date of previous inspection	07/01/2009
Telephone number	01689 830623

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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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