

Sunshine Day Nursery

Sundridge Childrens Centre, 801 Queslett Road, Kingstanding, BIRMINGHAM, B43 7DS

Inspection date

05/01/2015

Previous inspection date

29/04/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff use an appropriate range of teaching techniques which help children to make some progress in their learning and development.
- All parents are warmly welcomed and staff make the time to talk to parents daily to share information. Consequently, parents are happy with the service provided.
- The manager and staff have a good awareness of child protection issues. They know how to report concerns in order to safeguard children in their care.

It is not yet good because

- The arrangements for supporting children's individual learning are not robust because staff do not consistently observe, assess and plan for children's next steps, to enable them to make consistently good progress.
- The provider has not ensured that all the legal requirements of the Early Years Foundation Stage are met, as staff preparing and handling food are not suitably qualified.
- Staff are not always consistent in their approach to children's behaviour. As a result, children are not always effectively encouraged to behave responsibly.
- The educational programmes are not effectively monitored to ensure all children make good progress in their learning and development.

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 children playing indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector took account the views of staff, parents and children spoken to on the day.
- The inspector held a meeting with the manager.
- The inspector checked evidence of suitability and qualifications of staff, the nursery's self-evaluation form and a range of other documentation.

Inspector

Trisha Turney

Full report

Information about the setting

Sunshine Day Nursery was registered in 2008 and on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It operates from two buildings within the grounds of Sundridge Primary school, located in the Kingstanding area of Birmingham, and is managed by Birmingham YMCA. There is an enclosed area available for outdoor play. The day nursery provision opens Monday to Friday all year round, from 8am to 6pm. A nursery class provision operates each weekday from 9am until 12noon and 12.30pm until 3pm, during term time only. The provision also provides a before and after school club, which operates Monday to Friday from 7.30am to 9am and 3pm until 6pm during term time, and in the holidays from 7.30am until 6pm. There are currently 57 children on roll in the nursery and four children on roll in the out of school provision who are within the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, one holds level 2 and the manager holds level 5. The nursery receives funding for the provision of early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that observations and assessments are accurate and precise enough to enable staff to plan precisely for individual children's next steps in learning, to help children make the best possible progress
- ensure all staff who prepare food are suitably qualified to do so.

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

- monitor the educational programmes in a more sharply focused manner to ensure all children make consistently good progress in their learning and development
- provide children with clear and consistent guidance on acceptable behaviour, by making sure that staff have a good understanding of the agreed strategies to support this.

Inspection judgements

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

Staff plan and deliver educational programmes that cover all seven areas of learning. Children with special educational needs and/or disabilities are supported effectively by staff, who implement individual learning plans for children. Staff observe children at play and record their achievements through written records and photographs. There are some procedures in place for assessment and the tracking of children's progress. However, observations and assessments are not always precise enough to enable staff to plan appropriate activities that focus specifically on what individual children need to learn next. This means that children's good progress is not assured and so they are not consistently developing good levels of skills in readiness for school.

Children attending the nursery are happy and content. Most engage freely with staff and their friends and are keen to learn. Children move freely between the available activities, which help to promote their learning across all areas. Staff ensure there is an appropriate balance of adult-initiated and child-led activities to promote children's development and, at times, children's learning is enhanced well. For example, as younger children are making models in dough using cutters, staff praise their efforts, which supports children's self-esteem. Older children learn how to share resources and take turns. For example, a small group of children take turns as they play a puzzle game. Staff support them well as they give them time to work out where the pieces fit. When the children get stuck, staff offer advice and children take the cue and manage to fit the pieces together. Children can access a range of media for writing and staff help them to build on the skills they have already acquired. For example, they encourage them to write their names on pictures they have made. Staff also promote children's personal, social and emotional development and their communication skills by involving them in group sessions. For instance, during circle time, staff encourage children to talk about the presents they got for Christmas. As a result, children are developing some skills that underpin their future learning. However, the overall provision for children's learning and development requires improvement to ensure that the quality of teaching is consistently good.

Parents are made very welcome by staff, who liaise with them to gain information about children's routines and individual needs to help them support children from the start. Parents are kept up to date about what is happening through regular newsletters and the information boards. Key persons share children's development records with parents and they are encouraged to make comments. This means that a shared approach has been established and parents are fully involved in their child's learning. Support for children who speak English as an additional language is effective. Children's key persons are experienced in supporting children with their communication and language skills. Sound teaching strategies are employed to meet children's specific needs. These include some members of staff speaking children's home languages and using key words to promote communication and language development. As a result, all children are fully included in all aspects of the setting.

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

Children feel safe and secure as there are warm and caring relationships in place with staff. This allows children to develop confidence and self-esteem. Children enjoy short settling-in sessions with their parents when they start. This helps them to become familiar with the setting and to begin building relationships with adults and children. Staff are good role models and are kind and caring. As a result, staff support children's emotional well-being effectively.

Staff have a good understanding of how to safeguard children. They monitor their activities closely and remind them how to play safely. Outdoor play is managed well as staff supervise children effectively and ensure they are safe. Most staff encourage children to take responsibility for their actions through careful explanation. However, there are times when staff are inconsistent in their approach to children's behaviour. For example, on occasions, children drop toys and resources on the floor. Some staff encourage the children to pick the items up while other staff tidy away the resources, without explaining to children why such behaviour is not acceptable. This means that children are not always effectively encouraged to learn to behave responsibly.

Staff provide an environment and daily routine which encourage children to develop independence. This helps prepare them for their next stages of learning as they move on to school. For example, children find their name card on arrival and are encouraged in managing self-care skills, such as putting on their coat. Children wash their hands before eating and after toileting, which helps them to learn about practices that contribute to a healthy lifestyle. They enjoy a range of healthy snacks and nutritious meals. However, staff preparing snacks and serving meals have not had any recent training in the handling and preparation of food, and although this does not have a significant impact on children's welfare, it is a breach of legal requirements. Children have daily access to outdoor play, including free-flow sessions, where they take part in more active play and practise their large physical skills, such as playing with a variety of wheeled toys.

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

The manager and staff have an adequate understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. This means that, in general, children's welfare is suitably promoted within the nursery. All staff have a good understanding of how to respond to a safeguarding concern or allegation being made against a member of staff. Therefore, children are protected in this respect while in their care. There is good evidence of effective vetting and recruitment procedures that help check that all persons employed are suitable to work with children. The manager holds regular supervision sessions with staff to discuss their roles and where improvement can be made. The manager undertakes observations of the staff and provides feedback, which supports their continuous professional development and identifies some training needs. Staff are valued and happy in their roles and the low turnover of staff means children's attachments are sustained.

The manager has a sound knowledge of the learning and development requirements of the Early Years Foundation Stage and is aware of her responsibilities in improving the quality of practice. She has completed an evaluation of the nursery and has identified the need to improve the way staff use their observations of children to plan for their individual next steps in learning. However, she has not yet implemented any changes to improve specific areas of weakness, such as planning, observation and assessment. Consequently, the monitoring of the educational programmes is not sharply focused to ensure all children make consistently good progress in their learning and development. The staff team oversee children's moves between nursery and school. New teachers are invited in to the nursery and staff prepare transition paperwork to share children's progress information with teachers. This ensures teachers have some information about children's learning needs and supports smooth transitions.

Partnerships with parents are strong. Parents spoken to at the time of inspection expressed positive comments about the nursery. For example, they explain staff are friendly and approachable, information is shared and that their children are making progress in their learning. Links with the local primary school are strong and encourage the two-way exchange of information, which ensures children are supported in their transition to school. The nursery also maintains positive relationships with the on-site children's centre and shares their outdoor facilities. The staff work in partnership with other specialist services to help children with special educational needs and/or disabilities, to ensure their needs are planned for and 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	EY382656
Local authority	Birmingham
Inspection number	858773
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	57
Name of provider	Birmingham YMCA
Date of previous inspection	29/04/2009
Telephone number	0121 360 6628

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

