

Sunny Days Nursery

Kenton Baptist Church, Streatfield Road, HARROW, Middlesex, HA3 9BS



Inspection date

8 December 2015

Previous inspection date

28 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children show high levels of concentration and quickly become engrossed in the good activities available to them. They choose where and with what they want to play which helps them to swiftly develop into independent learners.
- Children make good progress. Staff skilfully support disabled children and those with special educational needs, and those who speak English as an additional language. They work closely with parents and other professionals to ensure all children are fully included in all aspects of nursery life.
- The key-person system is strong. Children rapidly develop a firm relationship with their key person and this helps them to settle quickly.
- Children show respect and kindness towards each other. Older children support younger ones to join in with activities. Children notice and comment on the good manners and kind acts of others.
- Partnership working with other settings children attend is strong. Staff regularly share information about children's development with them and this encourages continuity in children's learning.

It is not yet outstanding because:

- The systems in place for supervision and performance management of staff are not always effective enough to help staff develop their knowledge and understanding of how children learn and develop to the highest level.
- The strategies already in place to gain the views of parents to inform self-evaluation are not always successful.

What the setting needs to do to improve further

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

- review the arrangements for the supervision of staff, in order to identify their strengths and areas for professional development more precisely
- explore more ways to actively seek, evaluate and act on the views of parents to drive continual improvements to the nursery.

Inspection activities

- The inspector observed activities both indoors and in the outside play area, and talked to the staff and children at appropriate times.
- The inspector carried out a joint observation and held a meeting with the nursery manager.
- The inspector looked at children's assessment records, planning documents and a range of other documents, including the safeguarding policy and procedure.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and of the nursery's self-evaluation.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are fully aware of their responsibility to report any concerns about children's well-being and are confident in their ability to recognise child protection issues. Staff recruitment procedures are robust. The manager ensures that all suitability checks are carried out. The staff regularly and accurately track the progress of individual children. The manager is aware of the need to check the progress of groups of children more meticulously and she is currently developing a system to support this. The monitoring of staff's teaching and practice through observations, supervisions and appraisals is not always highly effective in addressing weaknesses and identifying further professional development opportunities. Staff reflect on their practice through discussing ongoing plans at regular staff meetings. However, they do not routinely seek the views of parents to make even more effective improvements to their practice.

Quality of teaching, learning and assessment is good

Staff plan activities that are interesting and stimulating for every child. They model mathematical language during children's play. For example, they talk about shape and number as children skilfully complete puzzles. Children enjoy painting and talk in detail about their pictures. Staff model writing as they ask the children what comments or names they would like written on their pictures. They encourage children to find their name cards when they arrive and at snack times. Children learn the sounds of letters, for example, as they put their name card in the labelled box that corresponds to the first letter of their name. Staff collect clear information about children's starting points from parents. They meet with parents each term to develop a play plan. This helps them to identify children's next steps in all areas of learning. Parents are aware of children's learning needs and staff encourage them to continue the learning at home.

Personal development, behaviour and welfare are good

The enthusiastic staff team creates a calm and nurturing environment. Children have fun, they are settled and happy, and their behaviour is excellent. The staff provide many opportunities for children to learn about their own and other cultures and traditions. They join in celebrations that are important to each child and they encourage parents to share cultural activities with them. Children have many opportunities to be active and enjoy daily fresh air. They use the garden for riding bikes and running round. Staff take children on walks through the woodland area and into the local community. They use snack times to have social conversations and they talk about which foods are healthy. Staff are vigilant in ensuring any children with food allergies or specific dietary requirements have their individual needs met. These good activities help children to develop a healthy lifestyle.

Outcomes for children are good

All children make consistent progress. Staff accurately assess children's development and provide a range of experiences that meets their individual needs. Children are well prepared for the next stage in their learning, such as starting school.

Setting details

Unique reference number	EY364887
Local authority	Harrow
Inspection number	1024360
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	45
Number of children on roll	30
Name of provider	Janice Frances Woodvine
Date of previous inspection	28 February 2012
Telephone number	07853238031

Sunny Days Nursery was registered in 2007. The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications and the manager holds a degree in early years education. The nursery opens Monday, Tuesday, Thursday and Friday, term time only. Sessions are from 9.30am until 12.30pm. There is an optional lunch club from 12.30pm until 1.25pm. The nursery provides funded early education for two- three- and four-year-old children. The nursery supports disabled children and those with special educational needs, and children who speak English as an additional language.

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