

Sunny Days Nursery

18 Alfreton Road, DERBY, DE21 4AA



Inspection dates

Previous inspection date

4 November 2016 - 3 November
2016
14 July 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Some staff do not identify children's next steps in learning accurately enough. At times, some activities are not challenging enough to help children consistently make good progress. The performance management programmes are not embedded well enough to help ensure all teaching is good.
- Staff do not make the most of opportunities to develop children's understanding of numbers, shape, space and measurement. As a result, children do not make as much progress as they should in these aspects of their learning.
- Young children do not have enough opportunities to develop and practise early writing skills.

It has the following strengths

- Key-person systems are effective. Children settle quickly when they arrive at the nursery. They develop secure attachments with staff and happily become involved in play.
- Staff work closely with other professionals to support children in their learning. They support children who speak English as an additional language well. They adapt activities and use picture cards to support their communication skills.
- Staff manage behaviour in a positive way and children behave well. Staff are positive role models and teach children how to respect and value others. Children are cooperative and readily participate in activities.
- Staff work closely with parents. They help them to guide their children's learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure performance management systems give staff the support they need to improve their skills, accurately identify children's next steps in learning and plan challenging activities that help them make good progress. 31/01/2017

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

- give children better support to build fully on their understanding of early mathematical concepts, including numbers, space, shape and measurements
- provide more opportunities for toddlers to develop and experiment with early writing.

Inspection activities

- The inspector spoke to the staff and children at appropriate times throughout the inspection. She held discussions with the manager and the nominated individual.
- The inspector observed the interactions between the staff and children during the inspection.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff. She sampled some of the nursery's policies and procedures, including the self-evaluation documentation and action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

Management and staff are committed to improving the nursery. The newly appointed manager is making changes to improve practice. She and her team have worked hard since the last inspection to raise standards. Overall, their self-evaluation has improved. Recruitment and new induction procedures are robust and help ensure the suitability of the staff working with the children. The manager conducts, generally, effective performance management meetings with her staff. She identifies training programmes that have some positive effects on outcomes for children. However, these procedures are not embedded well enough to improve staff's assessment, planning and teaching skills to a consistently good standard. Safeguarding is effective. The management team and staff have a clear understanding of child protection and the procedures to follow if they have concerns about children in their care. All staff have a good awareness of how to keep children safe and complete detailed risk assessments to minimise any hazards.

Quality of teaching, learning and assessment requires improvement

There are inconsistencies in the quality of teaching. Some staff have a good understanding of how children learn. They use what they know about children's skills and help them to make progress in their learning. Other staff are less confident. They do not use the information they gather from the assessments well enough to accurately identify children's next steps in learning. In addition, they do not consistently provide challenging activities that help shape children's learning and move their development forward. Nevertheless, children thoroughly enjoy their time at the nursery and take part in some enjoyable activities. For example, children greatly enjoy exploring the outside environment. Younger children hunt for snails and bugs. Older children make marshmallows out of sticks and cotton wool. Children climb and balance on logs and play hide and seek.

Personal development, behaviour and welfare require improvement

Some staff are not meeting the learning needs of all children effectively enough to secure their consistently good progress in developing personal and social skills. However, staff who work with the babies find out about their routines before they start. They comfort the babies and provide them with many cuddles for reassurance. The move from room to room is managed sensitively, so children settle in quickly. Staff teach children how to keep safe. For example, they remind them to be careful when using the steps in the garden. Staff promote healthy lifestyles and implement effective hygiene procedures, including regular nappy changing. This helps to promote good health. Children demonstrate they are comfortable in their surroundings. They can help themselves to the resources they want to play with.

Outcomes for children require improvement

Not all children make consistently good progress in their learning. Although, they develop some skills for future learning, they are not all challenged sufficiently to reach their full potential. However, children are developing growing independence and show a positive attitude to learning. Overall, older children are suitably prepared for their move to school.

Setting details

Unique reference number	EY484523
Local authority	Derby, City of
Inspection number	1057309
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	45
Number of children on roll	57
Name of registered person	Fisher Whatmoor Ltd
Registered person unique reference number	RP534223
Date of previous inspection	14 July 2016
Telephone number	01332 987686 or 07783853584

Sunny Days Nursery was registered in 2015. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who speak English as an additional language. There are 10 members of staff, all of whom hold an early years qualification at either level 2 or 3.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

