

Sunshine Day Care Centre

Agora Shopping, The Agora Centre Church Street, Milton Keynes, MK12 5LG



Inspection date

16 May 2017

Previous inspection date

2 March 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Systems for monitoring the educational programme, assessing children's progress and planning their future learning are not embedded into practice.
- The quality of teaching is not consistently good. Some planned activities do not offer sufficient challenge, particularly to the oldest children in the setting and do not promote every child's learning well enough.
- Some children have not taken part in emergency evacuation drills. This means they have not had the chance to learn and become confident in how to react, in order to help keep themselves safe.

It has the following strengths

- All children are confident, relaxed and self-assured.
- Children behave well. They are supported by staff who act as good role models. Staff form positive relationships with the children in their care.
- Parents are very complimentary about the setting and the care provided for their children.
- Staff are well deployed to support children's needs.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve the systems for monitoring and assessing children's progress so that all staff regularly assess children's achievements and use the information to plan suitably challenging experiences, to enable every child to make the best possible progress 	30/06/2017
<ul style="list-style-type: none"> ■ improve the quality of teaching, especially for the oldest children in the setting, to ensure it is consistently good or better 	30/06/2017
<ul style="list-style-type: none"> ■ take all reasonable steps to promote the safety of staff and children by ensuring that they know how to react in the event of an emergency evacuation from the premises. 	05/06/2017

Inspection activities

- The inspector spoke to parents and took their views into account.
- The inspector held a meeting with the manager of the setting.
- The inspector observed the quality of teaching and children's learning both inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector sampled documentation, including records of children's learning, staff files, accident logs and attendance registers.

Inspector

Nikki Whinton

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has recently introduced new systems to monitor the educational programme and improve the tracking of children's progress. The performance management arrangements for supporting staff in developing their skills and promoting children's needs, are not yet fully embedded. Some children's assessment records are not kept up-to-date. As a result, sometimes gaps in children's attainments are not quickly identified or strategies put in place to assist children's learning. Safeguarding arrangements are effective. Staff have completed relevant training and understand their roles in safeguarding children. They know what to do if they have concerns about a child or member of staff. There are suitable procedures for ensuring the suitability of staff, both at the time of recruitment and on an ongoing basis.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable, and sometimes lacks challenge, particularly for children who will soon be starting school. For example, older children are invited to count large wooden beads, using resources more appropriate for the younger children. The older children are given pre-cut shapes to decorate during planned craft activities, even though the planned focus for these children is to improve their scissor control skills. As a result, children's learning is not maximised. Staff plan activities, linked children's interests. For example, during the inspection there was an activity based on jungle animals following a child's recent visit to a zoo. Staff complete assessments to identify children's achievements and what they need to do next. Some staff are less confident than others in implementing the management's changes to the assessment system. Parents are kept well informed about their child's progress. For example, they have daily opportunities to speak to their child's key person and access their child's assessments online.

Personal development, behaviour and welfare require improvement

Children listen carefully to staff and gain good self-control. They learn how to cross roads safely and know not to run indoors. Copies of the building's evacuation plan are clearly displayed throughout the setting. Some children and recently appointed staff have not practised the setting's evacuation drills, to ensure they know what to do in an emergency. Children lead healthy lifestyles whilst in the setting. They help themselves to a good variety of tempting snacks in sufficient quantities to meet their individual preferences. Children develop their physical skills as they access the local park during fine weather and excitedly explore the setting's onsite soft play area.

Outcomes for children require improvement

All children, including babies, settle quickly. This means they become emotional secure and ready to learn. The youngest children study their hands with fixed attention as they immerse them in paint. Older children enjoy investigating what happens when oats and water are mixed together. Sometimes children lack opportunities to develop their independence and self-care skills. For example, children are not shown how to use the water dispenser. They do not have the chance to pour their own drinks or cut up fruit at snack time.

Setting details

Unique reference number	EY486939
Local authority	Milton Keynes
Inspection number	1097433
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	1 - 11
Total number of places	20
Number of children on roll	8
Name of registered person	Thanureka Jegajeevan
Registered person unique reference number	RP904897
Date of previous inspection	2 March 2017
Telephone number	07999241676

Sunshine Daycare registered in 2015. The setting is based within the Agora shopping centre in Milton Keynes, Buckinghamshire. It is open on weekdays from 6.30am until 6.30pm. The provider is also a registered childminder. The provider works as the manager and employs four staff, all of whom hold relevant qualifications. The provider holds a relevant level 5 qualification in leadership and level 3 qualification in childcare.

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.

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