

Sunshine Day Nursery

Royal Air Force, Brize Norton, CARTERTON, Oxfordshire, OX18 3LX



Inspection date

25 August 2017

Previous inspection date

2 April 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- The managers and staff have a good understanding of how children learn. They use children's interests to plan activities and experiences that purposefully engage them in learning and help them to make good progress from their initial starting points.
- The managers and staff are good role models for children. They consistently support positive behaviour and children are kind to their friends. Children work well together, look after each other and are proud of their achievements.
- The managers and staff ensure that parents are fully informed about all aspects of children's learning, and how this can be supported at home. Parents are very positive in their praise for the quality of care that their children receive.
- The managers lead the nursery well and support a dedicated team. They have successfully addressed the areas for development identified at the last inspection. For example, young children have daily opportunities to explore a wide range of sensory activities. The managers evaluate all aspects of the nursery to support continued improvements and maintain good outcomes for children.

It is not yet outstanding because:

- Sometimes, managers and staff do not use opportunities to promote children's mathematical learning during their play and activities.
- Staff do not gather enough information from parents about what their children know and can do when they first at the setting, to help precisely plan for children's progress from the very beginning.

What the setting needs to do to improve further

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

- make the most of all opportunities to extend children's early interest in mathematical language and concepts as they engage in everyday play and activities
- gather more information from parents about what children know and can do when they first start attending, to help identify their next steps for learning and further support children's progress from the very beginning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact of this on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records and staff suitability checks. She discussed the playgroup's self-assessment and procedures to monitor children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector completed a joint observation of an activity with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

Inspector

Lesley Voaden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding of the procedures to follow in the event of concerns about a child's welfare. Furthermore, they teach children the importance of staying safe as they play. Managers successfully monitor and track children's progress. Any delays in a child's development are quickly identified and appropriate interventions are secured. Robust procedures are in place to check the suitability of staff, to monitor their work and identify opportunities to improve their teaching skills. For example, they use their new knowledge of how to link letters and sounds together to improve their practice and children's early reading skills. Managers and staff develop strong links with other settings to help promote children's continuity of care and learning when they move on.

Quality of teaching, learning and assessment is good

Staff make regular and precise assessments of children's development. They use these effectively to plan activities that engage children and help them to achieve their next steps in learning. Staff promote children's language and communication skills effectively. For instance, they use lots of repetition of words, talk to the children about what they are doing and model new words to extend their vocabulary. Children of all ages are imaginative in their play and test out their ideas. For example, they enthusiastically make soup for the resident 'dragon' that lives in the hedge and investigate how much water they need to add to soil to make mud. Children are creative. They make pictures using coloured ice lollies and boats out of recycled materials. Children sit happily with staff and listen to stories. They join in with repeated phrases, which helps support their developing interest in early reading.

Personal development, behaviour and welfare are good

Children develop close emotional attachments with staff and demonstrate a sense of belonging. Staff teach children to be independent and about the importance of a healthy lifestyle. Children follow good hygiene routines, eat healthy snacks and thoroughly enjoy playing in the fresh air. Staff support children's physical skills well. For example, children enthusiastically ride bicycles, take turns on the slide and shout with delight as they run down the grass bank. Children are encouraged to embrace their similarities and differences. They learn about a range of festivals and develop positive attitudes to others.

Outcomes for children are good

All children gain the skills they need for the next stage in their learning and eventual move on to school. Children are confident, sociable and become increasingly independent. Children persevere in solving problems and sort, match and count as they play. Children's literacy skills are developing well. For example, older children write their name accurately and younger children learn the sounds letters represent.

Setting details

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|--|--------------------------------|
| Unique reference number | EY461857 |
| Local authority | Oxfordshire |
| Inspection number | 1069267 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 1 - 5 |
| Total number of places | 78 |
| Number of children on roll | 77 |
| Name of registered person | Sunshine Day Nursery Committee |
| Registered person unique reference number | RP904957 |
| Date of previous inspection | 2 April 2014 |
| Telephone number | 01993 846396 |

Sunshine Day Nursery originally registered in 2007 and re-registered in 2013 due to a change in legal status. A committee of trustees manages the nursery. The nursery operates from purpose-built accommodation at Brize Norton on the outskirts of Carterton in Oxfordshire. The nursery opens on weekdays, from 7.45am to 5.15pm, all year round, except for bank holidays and a week at Christmas. There are 30 members of staff working with the children. Of these, 24 hold appropriate childcare qualifications ranging from level 1 to level 3. Currently, two staff members have achieved early years professional status.

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