

Sunshine Day Nursery

9 Heathfield Road, CROYDON, CR0 1EY

Inspection date

Previous inspection date

12/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are effectively safeguarded. All staff are well informed about child protection issues and the premises are safe. The management team ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Staff plan a range of interesting and exciting activities based on children's interests. Consequently children are motivated, keen to learn and making good progress in their development.
- Children's behaviour is good as staff are positive role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.
- A highly effective key person system helps children form warm and secure attachments, promoting their well-being and ensuring they feel happy and safe.

It is not yet outstanding because

- At some times during routines, such as lunch time, there is less focus on making the most of every opportunity to promote learning.
- staff miss opportunities to help children to learn about their safe practices, such as maintaining good hygiene through hand-washing.

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.

Inspection activities

- The inspector observed children in the nursery environment both in the indoor and outdoor play area.
- The inspector observed the staff's practice and talked to them at appropriate times throughout the inspection.
- The inspector reviewed documentation and policies and sampled children's development records and observations.
- The inspector considered the views of parents spoken to at the inspection.
- The inspector completed a joint observation with the manager.

Inspector

Marvet Gayle

Full Report

Information about the setting

Sunshine Day Nursery was previously called Funshine Day Nursery and opened in 2002, re-registering under new ownership in 2013. It operates from a house in central Croydon. There is level access to the nursery and parking facilities outside. The nursery is registered on the Early Years Register. There are currently 52 children on roll. The nursery provides funding for the provision of free early years education for children aged two, three and four years. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language.

The nursery is open 51 weeks of the year, Monday to Friday. Opening times are from 8am until 6pm. All children have access to a secure enclosed outdoor play area. There are 12 members of staff who work directly with the children, of these, ten are qualified in Early Years. There are three members of staff that hold a level 4 qualification; seven hold a level 3 qualification. There are two members of staff currently training for a qualification in early years. The nursery also employs a cook. The setting works in partnership with the local authority.

What the setting needs to do to improve further

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

- extend children's understanding of the skills they need to keep themselves and others safe while using the equipment

- expand the opportunities to extend children's learning during the lunchtime period.

Inspection judgements

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

Staff have a very good understanding of child development, the areas of learning and the characteristics of effective learning. They use this knowledge extremely effectively to plan and support children's progress through motivational teaching. Staff are enthusiastic which strongly influences children's positive attitude to play and learning. As a result, children are confident to access resources independently and sustain their concentration while being engaged in activities. Careful assessment and planning ensures that activities provide suitable challenges for children. This significantly contributes to the good progress

they are making in relation to their starting points. Staff listen sensitively and carefully observe the children during activities in order to re-shape tasks and offer explanations to improve learning. Activities are clearly based on children's interests and individual needs. For example, children in the baby room show great interest in playing with flour and large blocks with staff encouraging new language as they introduce different colours. With gentle encouragement they build a tower using the blocks as staff support them to count. All children receive good opportunities to learn early writing skills, as they are provided with a range of colouring pens and pencils. They learn to use scissors safely as they cut paper and stick them together to create their own picture. Children are given opportunities between indoors and outdoors, with staff planning for an exciting and challenging outdoor environment. Children learn about sign language and confidently use signing to communicate with staff and other children, as a result they are able to express their need without frustration. Children develop good physical skills as they confidently ride bikes, given the space to hop, run or just play in the large sand pit in the garden.

Children are motivated and keen to join in with the play activities and resources offered. Staff support children well and ensure that they enjoy the activities by joining in with their conversations and sharing their interests. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. Children independently choose books for staff to read, while staff involve the children by allowing them to press buttons that make sounds, giving opportunities to be engaged and explore. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as, moving the next room or school. Children have an opportunity to gain an awareness of diversity through the resources available. Children with English as an additional language are well supported.

Parents comment that 'they are happy' with the progress their children make in their learning and development. They say that their children are 'really settled and coming here will prepare them for school ' and comment particularly positively about their children's progress in their communication and language. Staff discuss children's progress, activities and achievements with them on a daily basis. All of the parents spoken to said they were satisfied with the support of the nursery and improvements made so far.

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

Children's personal, social and emotional well-being is nurtured by kind and caring staff who provide a warm, welcoming and inviting environment. Effective arrangements for settling in new children mean that they make the transition between home and the nursery with the minimum of upset. For example, the two-week settling in period ensures both parents and children are settled. If needed, staff can extend these sessions. Consequently, children are happy and secure and are confident to explore and try out new things. An effective key person system is in place and helps children to form secure attachments with the staff who care for them. They carefully plan for children's individual

learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Relationships between staff and children are strong and parents say that their children are always keen and happy to come to the nursery. There are good systems in place to complete the progress check children aged two years. Staff involve parents well in this process.

Staff maintain high standards of hygiene throughout the nursery. Very good procedures are in place to prevent the spread of infection. Tables are thoroughly cleaned before lunch. Children learn to manage their personal care well with good support from staff. For example, they are learning how to wash and dry their hands thoroughly and are beginning to know when they need to do this. Children are offered a wide range of healthy, nutritious snacks. These are sociable occasions with children and staff sitting and eating together; however, some staff are not consistently supporting some areas of children's learning at meal times. Staff sensitively support children in learning to drink from a cup supporting children's growing independence.

Staff are calm and attentive, this is reflected in the good behaviour of all the children. There is a behaviour coordinator who offers individual support to children if needed. Children develop a good understanding of personal safety. They understand to stop and slow down when riding their bikes to avoid others, keeping themselves and others safe. However, at times staff do not provide full explanations to help children learn about keeping themselves and others safe.

Children are prepared to make the transition from nursery to school by visiting their local schools to speak to their teacher and see the new environment, helping them to feel less anxious. The children are encouraged to become independent by eating with a knife and fork while the younger children use spoon and fork or just a spoon. Children wash their hands after playing outside and before eating, helping to reduce the risk of infection. Staff support children's dietary requirements and appropriately cater for these. They are provided with a healthy menu and fresh drinking water is always available. This helps them to understand what constitutes a healthy lifestyle and important skills for the future.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are clearly understood by the staff and management team. The designated persons are clear and well informed of their responsibilities for safeguarding and work well with partners to protect children. Staff attend training and are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure that they reflect current guidelines and practice. The nursery keeps thorough records of accidents and attendance to further protect children and promote their welfare. Effective systems are in place to ensure that all staff working with children are suitable to do so. There is a detailed risk assessment in place and this is monitored to ensure safety is maintained at all times for

the children. All resources are of a good quality. Fire safety is prioritised and access to the provision is secure. The thoughtful organisation of indoor and outdoor space means that children are closely supervised at all times. Staff has suitable paediatric first aid qualifications. Consequently, children are well protected in the event of a minor accident.

An effective appraisal system and regular formal supervision is in place to ensure that all staff understand their roles and responsibilities. As a result, the interests of children are promoted as staff are provided with support, coaching and training. There are clear systems in place for self-evaluation and both the management team and staff are motivated to seek further improvement. They successfully identify strengths and areas for development and have clear plans in place to bring about improvement. These take into account the views of staff, parents and children, as well as advice from the local authority. For example, parents are successfully encouraged to complete questionnaires enabling them to share their views. The manager has a good overview and knowledge of the educational programmes, so she can monitor that the planning and assessments covers all areas of learning and successfully identify any gaps in learning.

Suitable relationships are formed with parents. They say 'staff are friendly and their children ask about coming to nursery when at home', Other comments include 'my child loves it', and 'their speech has come on, they are so happy so I am happy'. Staff keep them up to date about their child's learning through daily discussion at the beginning and end of the day. Good partnership working takes place between the nursery and the local authority who supports the nursery. Consequently, children are supported well and are ready for their next stage of learning. Close links are in place with other agencies to support children, for example, speech and language therapists, health visitors and local schools are just some examples of partnerships that are established.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY458158
Local authority	Croydon
Inspection number	903061
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	59
Name of provider	Sunshine Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	0208 6671345

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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.

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