



Sunny Brow Daycare

Inspection report for early years provision

Unique Reference Number	EY338870
Inspection date	07 February 2007
Inspector	Andrea, Marie Paulson
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Registered person	Sunny Brow Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunny Brow Daycare operates from independent, two-storey premises situated in Kendal. The company also owns and manages an out of school care facility in Kendal. A maximum of 92 children may attend the nursery at any one time. The nursery offers funded early years education and is open each weekday from 08.00 to 17.45 for 51 weeks of the year. All children share access to a secure, outdoor play area. The nursery employs 23 childcare staff, most of whom hold an appropriate early years qualification. There are currently 137 children attending, 32 of whom receive nursery education funding.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn how to keep themselves healthy as they follow generally good hygiene practices as a matter of routine, such as when they wash their hands ready for meal time. They are encouraged to be independent as they put on their own aprons to keep clothes clean during messy play and try to put on their outdoor clothes with help from staff when needed. Children are motivated and interested in a wide range of frequent physical activity, both indoors and outdoors, in which they are keen to participate.

Children under two have a good amount of space so that they have freedom of movement to develop sitting, crawling, reaching out for toys and trying to pull themselves up to stand. They sleep and rest according to their individual needs so that they each receive appropriate care. Children are taken out for walks regularly to provide fresh air and added interest to their day. They are learning to pick up and handle items, such as when they explore the treasure basket, which promotes their manipulation skills well.

Older children confidently move in and around the spacious indoor and outside areas as they learn to negotiate space well. They play outdoors regularly and enjoy group games such as Simon says and the hokey cokey. Their physical movement skills are developed well as they show increasing control over the direction and speed of ride-on toys such as the tractor. Children show good balance and coordination as they ride on the scooter unaided. They enjoy playing with cardboard boxes, pretending that they are canoes. Two- and three-year-olds have a set sleep time all together after lunch, while pre-school children rest in highly comfortable and interesting areas, such as the 'igloo' and the tent, so they are able to rest when they need to.

A good number of staff are trained in first aid throughout the nursery which further promotes children's health if they fall ill, or in an emergency.

Children are provided with freshly cooked, nutritious meals, throughout the nursery, which they really enjoy. Several children ask for more so that their individual appetites are catered for well. Individual diets are also provided for so that each child's dietary needs are met well. Babies are introduced to nursery meals with increasing texture and range of foods so that their eating skills progress well. Staff interact closely with babies at meal times to encourage them with smiles and positive responses in a relaxed atmosphere.

Older children enjoy their meals as they sit around a table and are encouraged to be independent in the use of cutlery to feed themselves. Meal times are relaxed and enjoyable for the children as staff encourage good manners, generally healthy eating habits and some social interaction as children talk with adults and each other. Staff ensure that children have enough to drink during meal times and throughout the day.

Children enjoy healthy snacks such as banana and tangerines during the morning and afternoon sessions. They are encouraged to be independent at snack times, for instance, as they pour water into the cups and hand around the crumpets. Snack time is well organised in the pre-school room where children sit on chairs as a whole group and enjoy the conversation with staff and

each other. However, the two- and three-year-olds sit in front of the television to have snacks, some children sitting on the floor as they eat their food, which is a hygiene concern.

Staff work closely with parents to share information regularly so that individual needs, such as diets, are continuously met. The required records and parental consents are in place so that children receive appropriate care.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe with many effective safety practices throughout the nursery. Risk assessments are used to identify and resolve hazards. Safety checks for the different age groups are the responsibility of the room supervisors, so that children's safety is continuously maintained. Thorough policies and procedures are in place to protect children. The fire equipment and fire safety checks of the premises are well maintained to help keep children and adults in a safe environment.

Highly effective systems are in place to monitor entry to the nursery. Authorised people only are able to enter with the use of an access control system. All floors of the nursery have their own reception areas, where visitors can be readily seen by staff. The children's play areas are within rooms which are supervised at all times by staff. Children therefore benefit from a high level of security to help keep them safe. They are kept safe outdoors with most of the area fully enclosed and through effective supervision.

Children learn to keep themselves safe as staff remind them to walk when indoors walk. They also find their own space for action songs, learn to play safely with equipment such as the water-play tools and pull the chair up to the table so as not to fall. Staff are vigilant in keeping children safe as they move carefully up and down the stairs and line children up by the door to walk in an orderly way to play outside. All children are signed out by their parents or carers, a routine which further protects the children through the continuous implementation of the collection procedure. Children become familiar with the emergency evacuation procedure, which is practised regularly so that they are better prepared in case of an emergency.

Staff have a good knowledge of child protection issues and procedures. The procedure is clear to staff throughout the nursery and the policy document includes relevant information for parents. Staff have relevant experience, which further promotes the protection of children in the nursery.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, relaxed and learning to be confident. Staff are actively involved with the children throughout the day to ensure their well-being and encourage their learning. Staff are skilful in encouraging children's independence, for instance, in art activities such as making a snowman picture, and when getting ready to go outside. Children are settled and participate well through the good rapport with staff throughout the nursery. Individual progress is monitored

well through observations recorded by staff and closely linked to the 'Birth to three matters' framework and the early learning goals for pre-school children.

Children choose from a generally wide variety of interesting and stimulating activities planned to promote their overall development very well and based on the 'Birth to three matters' framework. The pre-school rooms and under twos' rooms have interesting and colourful displays along with well resourced play areas appropriate for their abilities. The environment for the two- to three-year-olds is not as interesting, with few displays and limited resources in the play areas.

Children generally develop their senses very well as they explore the feel of jelly and everyday objects in the treasure baskets, such as wooden spoons, a brush, water pillow and various materials. They become familiar with their own names with imaginative wall displays linking their name to their photos, for instance on a Postman Pat display. Children learn about numbers through art activities as they contribute to displays of '1 sunshine, 2 hands, 3 apples'. They become aware of colours as they help to make yellow prints, red paintings and blue sticking. Children become familiar with letters through 'b for bird' and 'd for dog' pictures, and using textured materials which add more meaning, such as feathers for the bird picture and brown material for the dog picture.

Children are encouraged to communicate as they learn new vocabulary from staff, such as orange and zebra. Much conversation takes place to help children express their ideas, as they participate in story time and discuss experiences, such as 'what do we use a spoon for?' Children enjoy music and action songs which promote their self-expression. They respond to loud and soft singing for 'sleeping' bunnies and find their own space as they enjoy 'dingle dangle scarecrow', with much fun and participation encouraged well by staff. Children have access to books which they enjoy as a whole group at story time, or as individuals when they sit with staff to read the book together.

Nursery education

The quality of teaching and learning is good. Staff demonstrate a thorough knowledge and understanding of all areas of children's learning, which is well implemented so that children's overall development is promoted very well. The activities are closely linked to the Foundation Stage curriculum and individual progress is monitored to ensure that each child achieves well. Staff create a wonderful, rich and challenging learning environment to stimulate children's interest and enjoyment. They plan effectively to ensure the whole curriculum is covered and to extend individual learning with effective use of assessments. Activities are evaluated with useful comments on any improvements for future plans. Children have individual profiles which are maintained as they progress through the nursery so that staff have a good understanding of individual progress when children begin nursery education.

The interaction with children is highly effective with staff being closely involved in children's play where appropriate. Much conversation takes place with staff asking relevant questions to encourage children to observe, for instance as they look at a ladybird. Children are keen to learn, engage in play well and are eager to try out new experiences, such as exploring the white 'gloop' in the messy area. Children are familiar with the flexible daily routine and settle extremely

well as they prepare for story time. They show confidence as they approach adults to ask questions, such as 'what is your name?' or talk to them about something they have done, for instance, what they had for breakfast. Behaviour is very good, with adults acting as good role models and setting consistent boundaries for good manners and being considerate to others. Children develop independence and self-awareness as they pour water in the cups, hand the crumpets round and put outdoor clothes on. They are excited when they create 'secret messages', feel a sense of achievement when they manage to put all the blocks away and secure the lid, and generally enjoy their time at the nursery.

Their communication skills develop well through much conversation with adults and each other as they share experiences and express their ideas. Children speak confidently at circle time and learn to listen to others. They recognise letters by shape and sound and recognise their names on wall displays. Children practise mark making which is meaningful to them as they write 'secret messages'. They particularly enjoy singing and at times children sing spontaneously and make up their own songs during role play. Children enjoy listening to stories and participate well. Staff introduce new words, such as 'toboggan' and 'Inuit', to extend their vocabulary and link words in conversation to topics when talking about igloos and penguins, so reinforcing children's learning.

The role play areas are wonderfully imaginative, for instance, taking the form of an igloo, and children express their imagination by pretending to live in it. Children are confident in handling books, which they can easily access to look at by themselves. Staff develop their knowledge by pointing out the title and author of the story, which prompts a child to respond with 'you didn't say about the publisher'.

Children have several opportunities to recognise numbers and practise counting during the session. Individual activities, such as matching a number of items to the symbol, are planned to ensure all children progress and are made more interesting by using penguin pictures. Children count coloured blocks into separate dishes then compare how many are in each dish. They count the number of children at circle time then calculate how many more crumpets are needed. In this way, staff promote children's understanding by making the numbers more meaningful. They extend children's learning by counting up to 21. Children recognise shapes well as they make shapes out of construction pieces and talk about squares and triangles. They use mathematical language as they talk about the big and little dinosaurs in the small world play area.

Children enjoy interesting activities based on topics that introduce the wider world, such as Inuits. They are involved in a wealth of experiences to help them develop a real understanding of another way of life, as they make model igloos out of clay, pretend to live in an igloo for role play, paint pictures of penguins and enjoy a story about a penguin. Their natural curiosity is developed well as they talk about and study a ladybird, kept safe in a 'bug hut'. Staff encourage children to think about the colours, size and pattern of spots. They learn about past and present as they compare photographs of themselves as babies and as they are now. Children enjoy role play and use their imagination well to make up games, for example, pretending that the cardboard boxes are canoes during outdoor play. Staff provide a wide range of interesting materials and resources for children to build with, explore and create pictures. Children have good access to interesting IT resources such as the computer linked to the white board. They

use the keyboard and manoeuvre the mouse with increasing skill. Staff make good use of opportunities to develop children's learning, for instance as they discuss 'where has the frost gone?' during outdoor play. Children learn about growing things as they water a trough where bulbs are planted and a pot planted with apple seeds.

Children move around confidently and with increasing control, for instance, in riding tractors and scooters outside and playing action games, such as the hokey cokey. Their coordination and handling of small tools are promoted well as they regularly use an interesting selection of tools for water and sand play and for creative activities. Children enjoy music through songs, music tapes and by making sounds with musical instruments. The many inspiring art and craft opportunities provided by staff help children develop their creativity and ideas.

Helping children make a positive contribution

The provision is good.

Children become aware of the wider world through exciting activities about other cultures, for instance, as they find out how Inuits live. Resources are available throughout the nursery, such as maps of Europe and flags of different countries. Children learn more about their own community through such topics as 'emergency transport'. All children are able to access all of the resources and activities, with staff ready to offer support so that all children can fully participate.

Children are extremely well behaved throughout the nursery with staff constantly giving much praise and encouragement to reinforce good behaviour. Staff give clear explanations to children so they can understand what is right and wrong. They learn to be considerate, for instance, in sitting down so all children can see the book at story time, and by holding hands with a child for reassurance. Children learn to share and take turns through the effective techniques used by staff such as the use of distraction when children want the same toy. They are helpful in putting toys away and moving chairs away. Children's contributions are recognised and valued as their work is displayed and they are encouraged in circle time to share their ideas. They gain confidence in making decisions as they have continuous opportunities to choose interesting and accessible resources. Children have a good sense of belonging with their own name pegs, photographs up on the wall and their work displayed.

Partnership with parents and carers is good. Methods used to share information with parents about the children's day and their progress include informal conversation, reports and display boards. However, this does not ensure that all parents are able to be kept informed about their children's day and ongoing progress on a more regular basis. A policy file is kept near the nursery entrance. Further ways to share information and involve parents more are being considered. Staff create a friendly atmosphere where parents feel welcome in the nursery. Parents speak positively about the high standard of care for their children and how well staff respond to any concerns. Relevant parental consents are in place so that each child receives appropriate care.

The provision fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The high quality of children's care is promoted by the good organisation and the ongoing professional development of staff. The recording systems used throughout the nursery are consistent and well maintained.

Staff work very well together as a team to ensure the smooth running of the sessions so that children are confident in a familiar routine. They are clear about their roles and responsibilities and are well supported through a clear management structure, appraisals and a training programme. The ratio of qualified staff is high. Systems are in place which involve employing staff to cover lunch times and staff absences, to ensure that the required staff ratio is maintained and children are well supervised continuously. The staff group is generally experienced and knowledgeable about meeting the needs of the age range for which the provision is registered.

Children's individual progress is effectively monitored with children having individual files which include observations of their progress throughout the nursery. In this way, there is a very good record of how each child develops from starting at the provision through to the Foundation Stage. Policies and procedures are comprehensive, up to date and implemented well in the nursery.

Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management are good. Staff ensure the effective implementation of the Foundation Stage. Those who deliver nursery education meet regularly to plan and monitor the quality of provision. Activities are evaluated continuously to monitor their effectiveness for children's learning, and improvements are noted for future planning. A key worker system helps to ensure that individual progress is monitored and staff also share observations and are involved in future planning, so that each child can achieve well.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the organisation of snack time for the two- to three-year-olds to ensure good hygiene standards and further promote social skills
- improve the resources and displays in the rooms for the two- to three-year-olds to provide a more stimulating environment

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop systems to ensure that all parents are informed regularly of children's continuous progress

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk