

# Sunshine Day Nursery

Inspection report for early years provision

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**Unique reference number** 650144  
**Inspection date** 06/11/2009  
**Inspector** Robert Greatrex

**Setting address** King Harold School, Broomstick Hall Road, Waltham Abbey,  
Essex, EN9 1LF  
**Telephone number** 01992 650 166  
**Email** Sunshinenursery-1@tiscali.co.uk  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Sunshine Day Nursery opened in 1990 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 68 children from birth to 5 years of age. This includes 11 funded three-year-olds and six funded four-year-olds. It operates from two converted classrooms within King Harold School in Waltham Abbey. Children of teaching staff at the school and children from the local area attend for a variety of sessions. The setting can support children with special educational needs and/or disabilities and those who speak English as an additional language. The group opens from 8.00am until 6.00pm five days a week all-year-round with the exception of two weeks at Christmas. The accommodation is suitable to cater for children and adults with disabilities. There are 19 staff members who work with the children; three of whom are part time. There are 15 staff members who have early years qualifications to NVQ Level 3; six of these are working towards further qualifications. The setting is supported by a teacher/mentor from the Early Years Development and Childcare partnership (EYDCP).

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Care of the children is outstanding; as one parent described it, 'I can't think of a better place for our child to be while we are working, the level of care is second to none'. The nursery is fully inclusive, seeing each child as unique and individual, and catering for their needs accordingly. The relationship with parents is very strong. The fully qualified and experienced staff strive to improve through further training and reflection on their practice. This, linked to accurate self-evaluation, means the nursery has a good capacity to improve further.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure parents receive regular information so that they can better support children's learning
- extend the outside covered area so that all aspects of learning are catered for.

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

Clear and effective procedures ensure children are protected and safeguarded. Policies and procedures are understood and implemented by staff so that the nursery runs smoothly. Administration and management are good. Caring for children is seen as paramount. All staff are first aid qualified so that any accident receives immediate and appropriate care. Because the key person scheme is so

strong, any child who suffers an accident is looked after very carefully and parents are fully informed and involved in decisions about treatment and care. Inclusion is very strong; all children thrive in the setting and receive opportunities that meet their individual needs. Each day flows smoothly through the routine and activities because staff in each room form a very effective team. No time is wasted. The ethos of self-learning and developing means that all staff have a positive attitude to their own training, which they see as vital to their progress. Because staff are regularly involved in training and related study, they are reflective of their practice and this is seen as very beneficial. Self-evaluation of the setting's work is good. It does not yet, though, focus on how the regular training of staff impacts on the outcomes for the children. Staff enjoyed the recent opportunity to contribute to the setting's self-evaluation and are equally keen to participate regularly in future improvements.

Relationships with parents are very strong. Parents state that from the very beginning they and their children are listened to and made to feel valued. Views, such as 'people who work here genuinely care for the children', are heard often. Parents feel strongly that their views are listened to and acted upon. They give several recent examples, such as the new parents' evening which is seen as very useful particularly for working parents. Parents are generally very well informed. Each carer has regular contact with their child's key person and parents find this very beneficial. Parents of children in the younger two classes have daily reports which list the important events of their child's day. Parents find this very helpful. In the older class, parents can view a daily record of activities undertaken. However, the setting does not yet routinely send this information home to parents, particularly so that they may support learning in the setting at home. Relationships with outside agencies are good and expertise is used well.

Management is efficient and effective. The response to the last inspection has been good. The child protection policy fully meets requirements now. Planning for activities is very good, carefully matched to the national framework and linking closely to assessment. Accommodation is satisfactory and staff do much to create a stimulating environment that uses display particularly well to celebrate children's achievements. Although space is well used, it is limited.

## **The quality and standards of the early years provision and outcomes for children**

Children quickly settle at the start of the day because they are warmly welcomed by staff and are keen to begin the interesting opportunities each day offers. Children are confident as they see the warm and positive relationships between their parents and staff. Throughout the day, joyful singing and clapping can generally be heard from somewhere in the nursery. Children have a good understanding of major festivals, such as Hanukkah because knowledgeable parents are involved in supporting children's learning.

Children's language skills are good. Staff use, for example, lots of visual aids to tell stories to young children, who are thoroughly engrossed in what they see and hear. Words, such as 'biggest' and 'smallest' are explored in the retelling of

'Goldilocks', with suitably-sized bears, chairs, beds and porridge bowls. Opportunities to write and to mark-make are everywhere; a good response to the last inspection and the current focus on making communication, speech and language more inclusive. Children respond positively, and write for a purpose, whether in the garden or the rooms. Their comprehensive and detailed records called 'learning journeys' show good progress.

Children enjoy meal times because they are offered a varied, balanced diet and the opportunity to sit and talk to staff and the other children. They wash their hands, and understand why. Again, independence is encouraged as children butter their own toast and pour their own milk.

Staff promote good manners and conversation, to which children respond very readily.

Children's growing independence is nurtured and encouraged so they make particularly good progress. As staffing levels are good, and staff are well trained, all children have the time and encouragement needed to practise and master new skills with an adult to guide them. Particular skills, such as cutting paper or mouse control, are consequently carefully developed by staff.

Children's attitudes to learning are very positive and this is beneficial to their learning. The setting's reinforcement of safety procedures and practices during activities and as part of daily routines ensure that the children feel very safe in the setting and know how to stay safe. Praise and encouragement are used effectively. Children have a sense of right and wrong because they know and understand the expectations of them that staff apply consistently. Children develop a strong sense of belonging and gain a positive image of themselves. They willingly express their ideas and feelings because they know they are valued. The excellent 'family feel' helps them gain confidence.

Parents feel progress is good; one stated, 'my children have come on in leaps and bounds since they have been here'. They feel the 'learning journeys' records help them understand their children's development, while showing good progress over time.

Clear daily routines, known and fully implemented by all staff, ensure activities are well organised and taught, children are tracked through the day and assessments of their progress are used to plan their next steps. Good staffing levels ensure children have the support they need when they want it, and good staff training ensures a good balance of child and adult-led tasks. Parents are right when they state that each room caters well for a different development stage and children's individual needs.

Outside in the 'garden' is a very good variety of activities, which children thoroughly enjoy. Places to be energetic and places to be imaginative abound, and all are used well by children. Staff have a very good understanding of when to step in and help, and when to step back and allow the child to explore and investigate. Space is limited, but used well. However, there is minimal covered area which is insufficient to enable children to experience and enjoy all the activities they should. The setting is aware of this and changes are planned.

Preparation for school is excellent. The eldest class gradually introduces more and more routines that mirror school reception classes, for example, changing for physical education and using a reward system. A 'transition passport' is completed, giving schools useful information. This, and regular visits from staff and to schools, help to make the change smoother. Parents state that this preparation makes a strong contribution to how quickly and easily their children settle at the schools they go on to.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met