

Sunshine Day Nursery Benfleet

Inspection report for early years provision

Unique reference number EY407057
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Inspector Patricia Champion

Setting address Appleton School, Croft Road, BENFLEET, Essex, SS7 5RN

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Type of setting Childcare on non-domestic premises

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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 is privately owned and is one of two nurseries run by the same registered providers. It opened under new management in 2010 and operates from demountable premises within the grounds of Appleton School in Benfleet, Essex. All children share access to a secure, enclosed outdoor play area. A maximum of 40 children may attend the nursery at any one time. The nursery opens five days a week all year round. Operating times are from 7am until 7pm.

There are currently 39 children aged from six months to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions or full day care. The nursery serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs seven staff, all of whom hold appropriate early years qualifications. There are two members of staff currently working towards a higher early years qualification. The nursery also employs a cook and has bank staff to cover staff absences. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a secure understanding of the Early Years Foundation Stage and offer a warm and friendly welcome to all children and their families. The wide range of experiences provided ensure that all children have the opportunity to make good progress. Systems for planning activities and observing children are well established. An inclusive, very clean and safe play environment is provided and documentation is mostly well maintained. The staff have a clear idea of the nursery's strengths and areas for development and they put effective plans into place to make continuous improvements for the children.

What steps need to be taken to improve provision further?

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

- review and update written policies and procedures to reflect current practice and ensure that they are in line with Early Years Foundation Stage
- develop further the partnerships with the other settings that children attend within the Early Years Foundation Stage to enhance continuity in their care and learning.

The effectiveness of leadership and management of the early years provision

The staff have an effective understanding of how to protect the children and are trained accordingly. There is a clear safeguarding policy so that staff know the steps to take if they have concerns about any of the children. Regular risk assessments, both indoors and out, effectively minimise the chance of accidental injury. A robust recruitment procedure is implemented to ensure suitably qualified, experienced and vetted staff are employed. This results in children's welfare being effectively promoted and safeguarded. All the essential documentation that promotes the safe and efficient running of the nursery is in place. However, there is potential for misunderstandings as some of the written policies and procedures do not reflect current practice.

The nursery is bright, well organised and equipped with good quality play materials. Consequently, children feel safe, and can choose freely from a wide range of interesting resources and activities. The outside area includes various different environments and is well used to provide additional activities in all areas of learning. Inclusive practice is promoted through an effective key person system, ensuring children's individual care requirements are met and activities support their overall learning needs.

The management of the nursery shows a commitment to the professional development of the staff team, encouraging training in all areas. Self-evaluation is good and takes into account the views of parents, carers and children. The monitoring system used is effective in identifying strengths and action plans are efficiently implemented, which means the nursery has a good capacity to sustain further improvement.

Good partnerships have been developed with parents, and staff speak to them on a daily basis. In addition, children also have written diary sheets. Children are relaxed and happy as they see their familiar adults chat about their care. Consequently, parents are well informed of the experiences their children have enjoyed, which enables them to continue their children's learning at home. Parents state they are very satisfied with the service provided and their children are happy and settled and enjoy their time spent at nursery. The staff demonstrate a positive attitude to linking with other professionals to meet any specific individual requirements. Good procedures are in place to ensure children have a smooth transition from the nursery to other settings, for example, when they move onto full-time education. However, the partnerships with other settings that some children attend within the early years, such as pre-schools, are not yet fully established to enhance continuity in children's care and learning.

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

Children enjoy their time in the nursery and have a positive attitude towards learning. There is a good balance between activities that children choose for

themselves and those which adults encourage them to try, both indoors and outside. The nursery's effective system for observation and tracking of the progress of children ensures that learning is tailored to their individual needs. Well presented learning journey development records are compiled containing positive comments and photographs of children's achievements, and these are regularly shared with both the parents and children.

Children and babies are happy and very secure in their relationships with staff. They also clearly enjoy time with their friends and many of the younger children enjoy a cuddle with familiar adults. Staff in the baby room are very attentive to the needs of the children. They confer daily with parents regarding children's care needs and actively implement strategies discussed. Some of the babies are delighted as they investigate the treasure baskets and explore both natural and man-made sensory materials. The babies are taken outside daily to experience a new environment, enjoy fresh air and observe their surroundings.

Children have good opportunities to develop communication, language and literacy as they chat to staff, independently access books and enjoy story times. They make regular outings to the library and see a range of written text and numerals around the setting. This positively supports their understanding that print has meaning. They learn to count as part of the daily routines and explore volume and capacity through sand and water play. Access to interactive and push-button toys provides children with opportunities to explore how things work and increase their understanding of technology, developing skills for the future.

Children are learning to play cooperatively with others, be kind and take turns. They respond well to boundaries and feel secure knowing what they can and cannot do because they are reminded of expected behaviour. Children frequently receive praise and encouragement from staff for their achievements and their work is displayed, which helps to build their self-esteem and confidence. Children learn about other cultures and beliefs and a good range of resources are used to reflect wider society and help children understand their differences and similarities.

Children's health is promoted through efficient routines that are documented and shared with parents. Meals are freshly prepared, appetising and nutritionally balanced. The older children take responsibility in serving their own meals, which promotes their independence and self-help skills. Regular cooking activities encourage children to discuss the food that is good for you and they help to grow vegetables in the garden. Babies' food is prepared according to their stage of development and in discussion with parents. They confidently learn to feed themselves, with staff close at hand. The children become aware of the importance of personal hygiene as they wash their hands frequently or use tissues for noses. Children are actively involved in keeping themselves safe and staff regularly discuss potential dangers. They are encouraged to share toys, not to run indoors and to look after the toys and equipment. Regular evacuation drills are helping the children to learn what to do in an emergency.

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

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

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 2 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| 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