

Sunshine Day Nursery Benfleet

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

Inspection date	13/08/2013
Previous inspection date	15/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 make good progress in all areas of learning and they are motivated, enthused and eager, because activities are well planned and stimulating.
- The promotion of children's independence and self-help skills is integral within all aspects of the nursery life. This means that children are confident and completely prepared for school.
- An effective key person system supports children to make secure emotional attachments and promotes their well-being and confidence.
- Children remain safe, as staff understand and implement effective policies and procedures and have good knowledge of child protection.
- The managers have a positive ethos in providing good standards of care and build on existing standards. This means that managers and the staff continually strive to enhance all aspects of children's learning.

It is not yet outstanding because

- The range of different types of books provided for children is not always broad enough to fully to promote their love of literature, and so they learn that information can be relayed in the print form.
- There is scope to further develop the outdoor learning environment so it offers children a wide variety of inspiring and exciting activities in the garden area.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments; this included a joint observation with a manager.
- The inspector held discussions with the managers, staff and children.
- The inspector viewed a sample of children's individual learning journals.
The inspector saw evidence of suitability and qualifications of staff, risk assessments, minor accident records, the existing injury log, and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lisa Paisley

Full Report

Information about the setting

Sunshine Day Nursery Benfleet was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a demountable building with the school grounds of a secondary school in Benfleet, Essex, and is one of two childcare settings that are privately owned. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3.

The nursery opens from 7am to 7pm Monday to Friday all year round, and children attend for a variety of sessions. There are currently 53 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year olds. It supports children with special educational needs and/or disabilities. The nursery seeks support from 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 the opportunities for children to look at a range of fiction, factual and culturally diverse books and stories, so that they can develop an appreciation of literature and the enjoyment that stories offer
- continue to develop the outdoor learning environment, so that children have a wide range of inspiring and exciting play opportunities in the garden.

Inspection judgements

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

Staff have a good understanding of early childhood development and the individual learning styles of young children. Their interactions and teaching techniques are positive and show a good understanding of how to engage and capture children's interests. Carefully formed questions are consistently asked to extend children's thinking and learning, and staff show great interest in what children do or say. For example, children are encouraged to talk about their painting, and they talk about a princess and a castle, and creating superheroes. The nursery successfully uses recognised early communication programmes, such as 'Every Child a Talker' and 'I CAN', to enhance the environment and support children's communication and language. This means that children flourish and

thrive as their speech and vocabulary develop well.

Staff working with the younger children are caring, skilled and considerate in meeting children's care and development needs. They make sure that babies have access to a range of good resources that promote the prime areas of learning, including water play, a slide, soft play books, stackers and touch-and-feel toys. This encourages children to explore and be confident in moving around the environment. All children have good opportunities to be active and engage in a range of physical activities. Babies are able to use a range of activities that help them to stand and move around, and the older children can easily access the outdoor play area. When playing outside, children enjoy using the scooters, tricycles and a range of climbing activities, for example, the large play boat where they create make-believe pirate games. Children also enjoy planned obstacle courses, as staff instruct them to climb up, go down, under and through tunnels, and children are praised in completing the task. This builds on children's sense of achievement and self-esteem. The garden area is an enjoyable space where children are able to explore a range of activities. However, in the outdoor environment there is scope to offer more extensive, exciting and inspiring activities and opportunities for children to fully explore. This means that opportunities for children's learning outside are not yet fully extended.

Children have good opportunities to be creative and expressive and use their imaginations, as they have good opportunities to use a range of creative activities and role play games. Staff skilfully support children's play as they guide and offer suggestions, for example, during role play they suggest making a picnic. All children involved work collaboratively as the plates, cups and play food are organised, they take turns and have conversations about good and bad food. Children have opportunities to create their own stories as staff link traditional stories with children's suggestions. For example, children decide what food the caterpillar eats before it becomes a butterfly. Books are accessible to the children and they enjoy looking at these with their friends and listening to stories read by the staff. However, the range of the different types of books and culturally diverse books is limited, this means that children are not always developing an early appreciation of literature and that information can be relayed in print form. Children enjoy nursery rhymes and traditional songs as they use musical instruments to link rhythm to music and movement.

The nursery understands and values the role of parents. Staff and parents work closely together to exchange information, and they are encouraged to add comments about children's achievements and family experiences at home into the learning journal. This helps staff to plan and prepare tailored programmes of learning for the different age groups and for different children, from their starting points. The key person collects information from parents before children start, and this enables staff to make initial assessments of children's progress and develop appropriate activity plans and play experiences. Staff have also implemented the required progress check for children when they reach the age of two. Therefore, staff are effectively monitoring and assessing young children's development and will seek early intervention from outside agencies if a developmental concern has been identified.

There are good systems in place to support children with special educational needs and/or disabilities to ensure they are integrated fully within the nursery environment and they are given individual support by staff. The special educational needs coordinator is experienced

and skilled in her role as she ensures all required information is in place, and she liaises with other professionals, colleagues and parents. This means that children are making good progress and they are fully included in all aspects of the nursery.

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

Children and babies are happy and content as staff create an enjoyable and relaxed atmosphere where they can play and learn. Children arrive happily at the nursery, and parents ensure care needs are exchanged with the staff, for example, sleeping arrangements for the babies and the signing in of medication. This ensures continuity of care is maintained. The key person system is fully embedded within the nursery as parents are told about the role of the key person and the allocated member of staff. When children move rooms, parents are also told about their child's new key person. This effectively supports children's transitions within the nursery. The baby room is well organised; there is a separate area for physical and creative play and a relaxing area for children to have restful sleeps during the day. Staff make sure that children's care needs are well met. Babies' nappies are changed on a regular basis and staff make sure that children wash their hands and faces after lunch and at regular times during the day.

Older children have regular opportunities to make choices about their play, both indoors and outside, as the staff understand and know how to plan well-structured free play. All staff have a good understanding of managing children's behaviour and they know about appropriate boundaries, providing children with choice and explaining to them about what they can or cannot do. This includes children sharing the nursery toys and waiting their turn during an activity. Staff also understand that some children require more support than others, and behaviour is developmentally age appropriate, as young children are learning to express themselves and find out about appropriate boundaries. Additional resources are put in place to support children, and staff work with parents regarding any sensitive issues and offer advice and guidance. This means children's behaviour is managed individually and effectively. The nursery is well resourced throughout, equipment is maintained to a high standard and resources are labelled and accessible to all children. All areas of play are brightly decorated and effectively organised to provide designated play areas, and displays including children's artwork are of a good standard. This means that children play and learn in a positive and inclusive environment.

Children develop a good understanding of their own personal safety as staff manage and support children's learning about taking safe risks. For example, they know how to use the play boat safely and they negotiate the obstacle course with skill. Children are also reminded to tidy away activities for their own safety during daily routines, and they practise fire drills on a regular basis. This promotes children's safety and well-being. Healthy lifestyles and routines are integral features within the nursery environment. Children are encouraged to clean their teeth after breakfast, and they independently wash their hands and help themselves to drinks during the day. Staff make sure children wear sunhats and apply sun cream on a regular basis during the summer months. During the winter months staff make sure children wear appropriate clothing to promote their health and well-being. Meals and snacks are freshly prepared on site by the cook, and children are able to self-select their food to promote choice and independence. Mealtimes are a

sociable time where children learn to socialise and gain confidence in a social situation. Staff sit with children and talk to them about their thoughts, feelings and experiences, such as going on a speedboat and starting school. Children are also encouraged to use their manners as they say 'please' and 'thank you', promoting respect and being considerate. This means that children learn about different social settings and are confident and prepared for school.

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

The nursery effectively fulfils its responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Teamwork amongst staff is good as the manager is a good role model; she is proactive within the nursery and works well with the deputy. The essential documentation that promotes the welfare and safeguarding of children is readily accessible for inspection. The procedures for safeguarding are implemented effectively. All staff have knowledge of and are trained in the local safeguarding procedures. They know to record accidents that occur in the nursery and any minor existing injuries. This ensures that children are effectively safeguarded and any accidents or injuries are monitored. The procedure for the recording and storage of medication is good. Medication is stored in the kitchen cupboard; staff know to check expiry dates on medication, and medicines are handed back to parents when the child is collected. There are robust recruitment and vetting procedures for checking that staff are suitable to work with children. The premises remain safe as staff carry out detailed written risk assessments and daily checks, and they are vigilant with regard to any visitors to the nursery. The managers make sure that staff and visitors sign in and out their mobile phone, and there are strict procedures in place with regard to the use of the nursery camera. This further promotes children's safety.

All staff are committed to continuous improvement; the nursery self-evaluation form has recently been updated, and staff and parents are involved. Assessments of the effectiveness of the provision are accurate and realistic, and targets set for further improvement are achievable. For example, staff plan to update the weekly evaluation of activities to ensure the educational programmes are closely linked to children's individual needs. The manager effectively supports all the staff as there are regular supervisions, annual appraisals and peer observations. Training is specifically targeted to ensure mandatory requirements are met and also to promote continued professional development. Staff know to be professional at all times when working with parents and other agencies. This means that there is a strong commitment for continuous improvement.

Partnerships with parents and carers are good. Parents have lots of opportunities to be involved in their child's care and learning. The foyer area contains a wealth of information about the nursery, including the role of Ofsted and the complaints procedure. Staff information is also displayed and there are lots of opportunities for parents to record any compliments. Written communication regarding children's care needs, for example, the amount children have eaten for lunch is accurate. A campaign encourages parents to work with the nursery cook to learn about preparing a range of healthy, low cost meals. The

nursery library book scheme encourages parents and children to share books and stories in the home. The manager is always available to discuss any concerns, and she offers ongoing advice and support to parents. Positive partnerships with other professionals and agencies involved with children help to ensure that information relevant to each child's development and progress is shared. There are good links with local primary schools and other early years settings, such as childminders. This ensures continuity of care for younger children is good, and smooth transitions for children moving on to full-time education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY407057
Local authority	Essex
Inspection number	932268
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	53
Name of provider	Sunshine Day Nursery 2003 Limited
Date of previous inspection	15/04/2011
Telephone number	01268 565 652

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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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