

Sunny Brow Daycare

Bankfield, KENDAL, Cumbria, LA9 5DR

Inspection date	31/01/2014
Previous inspection date	01/06/2010

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

- Teaching is very good because practitioners are well qualified. Effective interactions promote children's learning by giving them time to explore and experiment.
- Managers and practitioners keep children safe and secure through effective procedures and vigilant monitoring.
- Effective relationships are established with parents and carers, helping to ensure shared learning experiences for children.
- Children with special educational needs and/or disabilities are supported extremely well by practitioners who are skilled in helping them to make good progress, relative to their needs.
- Leaders and managers continuously encourage practitioners to develop their skills and qualifications. Consequently, a highly trained and qualified staff team promotes best practice for children.

It is not yet outstanding because

- Occasionally, children adapting to new routines are not given sufficient time to adjust. As a result, the settling-in process is not always wholly effective.
- There is scope to enhance staff development further and provide them with additional responsibilities for monitoring their own practice.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the playrooms, talked with children and discussed policy and practice with practitioners.
- The inspector conducted a joint observation with an Early Years Professional.
- The inspector held discussions with the provider, the manager, the deputy manager and the special educational needs coordinator, taking their views into account.
- The inspector checked evidence of suitability and the qualifications of practitioners working with children, and the provider's safeguarding policy.
- The inspector viewed a range of documentation, including children's files, assessment and planning records, relevant policies and procedures, and accident and medication records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Janice Caryl

Full report

Information about the setting

Sunny Brow Day Care was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large Victorian house in Kendal, Cumbria, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from rooms on three floors and there is an enclosed area available for outdoor play.

The nursery employs 28 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3, including three with Early Years Professional Status and two with Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 163 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 who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance the already good settling-in process, by giving children more flexibility as they become accustomed to new routines.

- enhance staff development by providing them with more responsibility for monitoring their own practice.

Inspection judgements

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

The quality of teaching is consistently good and occasionally outstanding because practitioners have a high level of understanding of the Statutory framework for the Early Years Foundation Stage. The well-qualified staff team means they have a good understanding of how children learn and celebrate each individual child's uniqueness. Consequently, children are well supported and make good progress towards the early learning goals. Parents provide a wealth of information when children first start. This helps practitioners to plan and measure progress in relation to their starting points. The very good range of activities and opportunities are broad and balanced and the environment is enabling. As a result, children are stimulated and enthusiastic as they learn new skills.

Practitioners have high expectations of children. Consequently, opportunities are challenging, yet appropriate and inspire children to persevere and succeed. All children's progress is tracked thoroughly and shared with parents and carers at regular intervals. This means it is monitored efficiently and effectively by all adults concerned. Children with special educational needs and/or disabilities are supported exceptionally well by practitioners who are well trained and work effectively with other professionals in a multi-agency manner. As a result, achievable targets are set and monitored which help children make sound progress relative to their individual needs and abilities.

Practitioner training in baby signing helps to promote communication and language skills with the younger children in the nursery. Children watch and join in as practitioners use the sign language to support singing and action rhymes. The signing is continued throughout the nursery. This particularly helps children who have limited verbal language to communicate their needs and desires. Practitioners establish routines for children that promote independence. For example, children learn to recognise their own name and hang up their coat on their own pegs. Children in pre-school register themselves by finding their name and placing it in the basket. In addition, this helps children develop the early literacy skill of reading. Physical development is promoted well in all areas. Babies and young children delight in playing in the bubbly water where they splash and feel the sensation of the bubbles on their hands. Practitioners contrast this by having sand available alongside. As a result, babies and young children learn to notice the differences in sight and texture, heightening their sensory awareness. Practitioners demonstrate to two-year-olds how to sieve and pour sand from one container to another. They happily play alongside each other, exploring and practising their skills. Consequently, they learn the early mathematical skills of quantity and capacity as they fill and empty containers.

Practitioners ignite children's curiosity and investigative skills by providing exciting and challenging learning opportunities in the creative area. For example, they demonstrate new ways of exploring and making patterns out of materials, such as shaving foam. Children are given ample time to explore the properties, add paints using pipettes, stir and mix to make patterns and create their own pictures. Consequently, they are supported in taking responsibility for their own actions, thinking and learning. Children listen well to the instructions about how to squeeze and manipulate the pipette to obtain and administer the paint. They concentrate well and are animated as they say, 'Yes, I did it.' As a result, they gain self-confidence in their abilities, which is good preparation for when they enter school. The outdoor environment is used effectively by all children. The different areas mean children are safe within their individual groups, but mix and socialise at other times. Consequently, children feel connected as their personal, social and emotional development is fostered. Activities within the yurt offer a different environment for children to play, explore and learn. Their creativity and imagination are enhanced, generating different levels of learning through play.

Parents and carers are kept fully informed and involved in their children's care and education. As a result, they feel valued and respected within a positive shared learning environment. Practitioners are friendly and welcoming, helping strong relationships become established. Displays and notices throughout the nursery are attractive and informative. Information is effectively shared about children's learning and development, helping foster continuity between home and the setting. Parents explain how they are

kept informed of their children's progress and how much they value this input. As a result, parents are able to make further contributions to their children's learning to help them make more progress in identified areas.

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

Practitioners foster children's emotional well-being effectively because, as key persons, they work closely with children and their families. Children demonstrate their secure attachments as they link up with familiar adults for support and guidance as they play. Practitioners work well with parents to help children settle and become familiar with the environment and routines. Daily diaries and 'all about me' books provide a good means of communication, ensuring that children's care needs are well met. Daily routines are shared between the home and the setting, further helping children develop a sense of well-being, belonging and security. However, occasionally the routines already established in the nursery are a little too inflexible to always consider the new starters and supporting them even further as they settle in.

Practitioners promote positive behaviour at all times. Children are encouraged to be polite and take care of each other and the environment. For example, they learn to tidy up, be aware of each other during their play and listen hard to instructions. As a result, they develop good personal and social skills. Older children wait patiently as adults are called away, showing their emerging skills in tolerance and understanding of other people's needs. Children learn about healthy eating because practitioners plan meals and snacks that are balanced and nutritionally sound. Children's dietary requirements are well catered for because the meals are freshly cooked on the premises and take all children's needs into consideration. A healthy attitude to exercise is promoted because outdoor play is highly valued. Younger children learn to manage the stairs as they carefully walk down them to gain access to the outdoors. Practitioners encourage them to hold onto the rail as they negotiate the stairs. Children's confidence and physical skills are fostered in the extremely stimulating and exciting outdoor environment where they can run, play games, balance and gain an understanding of weather patterns and the challenges it sometimes brings, such as wind, rain and snow. Practitioners are vigilant as they allow children to explore the environment. This results in confident, capable children who learn to manage risk in a safe and manageable way.

Children moving through nursery into different rooms are supported well by sensitive adults. The key persons liaise closely with other staff to ensure that children are emotionally prepared for their transitions. The move is planned as a gradual process so that children become accustomed to new environments and different people. Parents and carers are involved in the transition process so that they too are familiar, and secure links are established. Consequently, children settle well and their learning experiences are uninterrupted. Practitioners liaise closely with staff from other settings by sharing relevant information, and teachers from schools are invited to visit children in the setting. This helps to ensure that children are known and familiar to other adults before entering other settings, thus promoting continuity and consistency in their learning.

The effectiveness of the leadership and management of the early years

provision

The setting is good because leaders and managers work well together so that there is consistency across the provision. This benefits children and their families because consistent working practices ensure a safe and secure environment where children thrive. Practitioners are trained in child protection awareness, and a robust safeguarding policy is in place. They confidently demonstrate their understanding of what to do if they have a concern over a children's welfare. Security into the building is tight, with managers and leaders constantly monitoring its effectiveness. Visitors are checked on arrival, preventing unwanted intruders on the premises. As a result, the environment remains safe and secure. Recruitment of new staff is very robust to ensure that practitioners are suitably qualified and meet all the required criteria for working with children. All new starters and students are checked through the Disclosure and Barring Service and are not allowed to commence work until all checks are completed. This further helps to keep children safe from harm. Comprehensive induction procedures mean that the policies and procedures appertaining to children's health and safety are adhered to effectively. Thorough risk assessments and daily checks help to ensure the environment is safe for children and adults.

Practitioners within the setting are well qualified, with many continuing to develop their knowledge and skills further. As a result, they have a deep knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, children are provided with high quality learning experiences. Practitioners remain motivated and enthusiastic in their work. This is because they are consistently encouraged and supported by the leaders and managers to develop their skills further. The manager undertakes annual appraisals and regular supervision meetings. These are effective in supporting staff, identifying personal and professional objectives and tailoring specific training opportunities. However, there is scope to develop further the skills of practitioners, so that they can monitor the quality of each other's practice. Managers are proficient in monitoring children as they progress through the nursery. Clear evidence shows how well they are developing and where there are gaps in learning. This means that children who need additional support are targeted early so that intervention can be sought as necessary.

The managers and leaders of the setting continually reflect on the provision and strive to improve. They consult with staff, parents and children to gain an understanding of where improvements can be made. This commitment and collective responsibility helps to meet shared goals and aspirations, benefiting children and their families. Areas for development are discussed at regular management and team meetings, with issues addressed as soon as is possible, helping to maintain standards. The manager works closely with the local authority advisory team, who support and offer guidance to practitioners. As a result, children prosper in a continually improving environment. Managers and practitioners work closely with other health and educational professionals to ensure that the needs of children with special educational needs and/or disabilities are accommodated. The strong links with other settings and schools support children in transition. In addition, good practice shared between other settings adds to the quality.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY338870
Local authority	Cumbria
Inspection number	873340
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	163
Name of provider	SunnyBrow Ltd
Date of previous inspection	01/06/2010
Telephone number	01539 729437

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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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