

The Sunshine Kidz Club and Daycare

148 Turfpits Lane, BIRMINGHAM, B23 5DX

Inspection date	02/04/2014
Previous inspection date	17/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 are happy, eager to learn and feel secure as there are caring relationships in place with staff. Children are safeguarded by staff who have a secure knowledge of how to protect children, which is underpinned with clear policies and procedures.
- Parents are actively included in the care and learning of their child. Discussions with parents are purposeful and have a positive effect on the learning opportunities provided for the children.
- Children develop confident communication skills, which are well supported by the effective teaching of skilled staff. Creative play is actively encouraged and this provides children with opportunities to discuss their imagined ideas with each other.
- Effective leadership and management ensures that staff are well supported in their role. Staff and managers reflect on the educational programmes in their drive towards continuing improvement.

It is not yet outstanding because

- There is scope for children to develop their independence, for example, by serving themselves at mealtimes and clearing away after they have finished eating, and by providing furniture and equipment that enables them to reach the things they need.

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 of the playrooms, the out of school club and the outside learning environment.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and the nursery improvement plan.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to a number of parents during the inspection.

Inspector

Susan Rogers

Full report

Information about the setting

The Sunshine Kidz Club and Daycare was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community building in the Erdington area of Birmingham. It is privately managed and the nursery serves the local area and is accessible to all children. Children who attend the out of school club are collected from several school in the local area. The holiday play scheme is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and four staff have a level 2 qualification. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The out of school club opens from 7.30am until 9am and from 3.30pm until 6pm. The holiday playscheme runs from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 27 children attending who are in the early years age group. The club supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- encourage children's to further develop their independence, for example, by allowing them to serve themselves at snack time, and to tidy away afterwards and by providing furniture that fully meets their needs.

Inspection judgements

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

Staff have a good knowledge of how to promote children's broad ranging learning needs through interesting and stimulating activities. Observations and assessments are used effectively to track children's individual progress and enable staff to plan for their further progression as children's next steps are identified by their key person. This makes sure that children enjoy their learning and are eager and motivated learners. Staff have good teaching skills and consistently support children through their activities asking considered questions that encouraged children to think critically and ask questions themselves. As a result, staff plan a wide range of learning experiences, which reflect children's individual interests and starting points and enable them to make good progress. Children learn to use their creative ideas to put together stories, which extend their communication skills. They chat to each other and pretend to cook a meal in the sand pit, using spoons as candles on a birthday cake and are, therefore, learning to improvise and explore their imagination. Children explore the outdoors where they enjoy the fresh air and take part in a good range of physical activities. They use wheeled toys that promote their sense of adventure as they propel themselves with speed along flat surfaces.

Story time is managed extremely well with staff supporting children's understanding of the story through good explanations. Staff skilfully link the plot of the story with children's own life experiences. This encourages further discussion, extend children's confidence and their own abilities to communicate. This contributes to the preparation for the next stage in their education and provides them with good skills for school readiness. Staff ensure they consistently support children through all of their learning experiences, staying on the floor with them and maintaining good communication and eye contact. Children play with sand and water as staff observe their activities and readily include themselves in their play. They ask children what they see and feel, which prompts their critical thinking skills and ask children carefully considered questions. Staff asks them to describe the bubbles and extend their vocabulary by introducing new words. Children use building blocks to create a house and discuss the best number of doors to include in their structure. They decide on enough doors for the building to be entered, but ensure that the structure is not weakened by putting in too many. Younger children enjoy creative activities as they finger paint and stick scrunched up paper onto Easter eggs. Children who attend the out of school club enjoy interesting activities that encourage their creativity. They play in the home corner devising imagined scenarios and use paint, balloons and wool to create colourful faces. Children use number frequently throughout their activities, for example, counting the number of children going outdoors and the number of steps they take when going indoors. As a result, most of the older children confidently count to more than 20 and can count in multiples of ten. Parents are well supported as staff regularly discuss their child's progress and they have ready access to their child's learning journal. A newsletter keeps parents updated about nursery life and staff pass on messages to parents from school. A spacious entrance hall where parents can wait for their child or observe their activities ensures that parents feel at home and can update themselves with the many policies and documents. This provides support for parents so they continue with their child's learning in the home environment.

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

Children feel safe and secure as there are warm and caring relationships in place with staff, which ensures they are eager and are well motivated to learn. Staff have a good understanding of how to safeguard children. They monitor their activities closely and remind them how to play safely. Outdoor play is managed well as staff supervise children effectively and ensure they are safe. Staff encourage children to become aware of how to keep themselves safe through careful explanation. Babies who are just beginning to walk, play outdoors in a separate area and use wheeled toys and small climbing equipment. They support their weight by holding on to low-level seating, which supports their mobility skills and gives them confidence. Older children explore a larger area and use wheeled toys and a range of balancing equipment. Staff encourage children's sense of adventure as they support them climbing a row of upturned logs and horizontal bars promoting their balancing skills. Children are well supported as they start attending the nursery. Staff collect information for their parents before they start and encourage parents to stay with their child during introduction visits. This gives staff and parents opportunities to share aspects of their child's needs and ensure there is continuity of care when the child starts at the nursery. Children who attend the out of school club enjoy continuous care as staff who collect children share information with their teachers about each child. Children's

transfer into another room in the nursery is supported well by their key person. Staff from the pre-school provide cover for baby room staff during lunch times, enabling children to get to know all of the staff. Key persons also stay with the child for some of the settling-in sessions when the child moves into the preschool room, which helps them feel secure and safe. The effective links with local schools encourages children to settle when they move into full-time school. This is because staff prepare children well through discussions about the school and invite teachers into the nursery to meet the children.

Children enjoy a home-cooked meal and snacks while at nursery. The menus ensure that children have a substantial meal or snack before they return home in the evenings and encourage children to eat breakfast when they arrive. Children enjoy eating their meals in the positive social surroundings, sitting at the table with their friends and chatting about the day's activities. This creates a relaxed atmosphere where children are encouraged to take their time and enjoy their food. Younger children are not always able to be fully independent because the furniture provided is too large and they are not always able to reach things for themselves. Children discuss which food they like and staff remind them of aspects of healthy eating. There is, however, further scope for children to extend their independence by serving themselves and clearing away after they have finished eating. Children behave well and are making friend with each other. They consider each others needs as they listen to others during activities and readily include them in their play.

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

Children are well safeguarded as the manager and her staff have a clear understanding of child-protection issues. They are clear about the possible indicators of abuse and know what to do if they have concerns about a child's welfare. All staff have completed local authority safeguarding training. Safeguarding awareness is also included in the staff induction when they commence working at both the out of school club and the nursery. Staff take positive steps to keep children safe. For example, children who are collected in the mini buses at the end of the school day have their needs well considered by staff who ensure they are safe and secure. Some staff stay on the mini bus with children as additional children are collected from their school. Staff are mindful of children's comfort during the journey by ensuring the mini buses are well ventilated. There is robust recruitment and vetting of staff, which helps ensure that all staff are suitable for their role. There are full Disclosure and Barring Service checks in place before they commence employment.

The nursery has made good progress since the last inspection and close attention is given to improvements in all aspects of the provision. A new manager has been appointed who has implemented a broad range of improvements that carefully consider the needs of the children that attend. Careful consultation with parents, children, external agencies and the local authority enable the registered person, manager and staff to take a reflective view of the provision. This provides a firm foundation for the nursery and out of school club to provide care and education that supports all aspects of children's learning and development. Through this, the quality of care and learning for all children has improved.

The setting works with other local provision by sharing positive practice, which further drives forward improvement. The local authority improvement advisers work closely with the setting to support managers and staff in sustaining improvement.

The partnership with local schools is flourishing and supports children's transfer into full-time school. Staff work effectively with teaching staff, inviting them into the nursery so they can meet the children who will eventually transfer to their schools. This also provides teachers with opportunities to gain information regarding children's learning preferences. Key persons are skilled at providing teachers with information regarding children's progress, promoting their continuity of learning. The manager monitors the educational programme efficiently by ensuring that she observes staff practice and their interaction with children. This information is used positively to support staff in their personal and professional development. Regular appraisals and supervision sessions ensure that staff are monitored and their individual training needs are clearly addressed. Any performance that falls short of expectations is managed effectively to ensure that standards remain high. Regular staff meetings provide opportunities for staff to share positive practice issues and ensure standards are maintained. Staff are encouraged to extend their professional qualifications with the support of the nursery.

There is a strong partnership in place with parents. The nursery staff provide parents with valuable information regarding their child's progress. Children's learning journals are readily accessible for parents so they can view these whenever they wish. They also provide ideas of how parents can support their child at home. Parents speak well of the setting and state that they find staff extremely approachable and state that their children has made good progress since starting at the nursery. There are effective links with other professionals, which mean that children receive the support they need.

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	EY458220
Local authority	Birmingham
Inspection number	946734
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	27
Name of provider	Roberta Caroline Williams
Date of previous inspection	17/10/2013
Telephone number	0121 3733565

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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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