

Sunshine Day Nursery

King Harold School, Broomstick Hall Road, Waltham Abbey, Essex, EN9 1LF

Inspection date	26/08/2014
Previous inspection date	06/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff plan and provide a varied range of activities. Consequently, children make sound progress in their learning and development.
- Children feel safe and secure in the nursery and arrangements for safeguarding the children are robust.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual learning needs of all children attending the nursery.
- At times, staff do not give children time to think about their responses to questions that they ask, so that children can put their thoughts into words as part of their language development.
- Self-evaluation has yet to be used to fully monitor all areas of the provision and accurately identify potential for improvement.

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.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plan.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

Inspector

Clair Stockings

Full report

Information about the setting

Sunshine Day Nursery was registered in 1990 and is on the Early Years Register. It operates from two converted classrooms within King Harold Academy in Waltham Abbey, Essex. There is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 80 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 employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, including the manager, who holds Early Years Professional status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the level of challenge provided for children and support them to make more rapid progress by effectively using the assessment of children's skills, interests and development to inform the planning of activities
- improve teaching strategies so that staff consistently give children time to put their thoughts into words, in order to further support their language development.

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

- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are effective.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan an appropriate range of experiences for the children. They observe each child's progress and record their development in their individual profile folders. However, they do not always use these assessments of children's abilities and interests to effectively plan and provide relevant experiences that consistently meet the individual learning and development needs of all children. The key-person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a

daily basis, and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

Staff support the communication and language skills of all children, including those learning English as an additional language and children with special educational needs and/or disabilities. Staff introduce songs and rhymes effectively throughout the session, and children actively join in the singing. Staff join in with children's play, talking to them clearly and taking opportunities to extend their vocabularies. However, on occasions, less experienced staff pose questions but do not wait for the children's response. This hampers children's development as they do not have sufficient time to think about and give their reply. Children enjoy looking at books on their own or having stories read to them by staff, establishing children's interest in reading for pleasure. Staff extend children's learning as they introduce simple mathematical concepts, such as size and weight. For example, during a cooking activity, staff encourage older children to weigh the ingredients and, later, compare sizes of the baked cakes. Consequently, they develop skills to support the next stage in their learning.

Overall, staff understand the needs of younger children, and rooms are set up safely in order for young children to crawl, take first steps and toddle around. Staff arrange toys and equipment so that children can make some independent choices, enabling them to follow their interests. In the baby room, children explore a range of developmentally appropriate resources, and staff encourage social interaction as they talk to babies throughout the day. Outdoors, staff encourage older children to try new activities and to judge risks for themselves. For example, children delight in splashing through puddles and upending containers filled with rainwater. Staff are on hand to monitor safety and provide guidance and encouragement when children use a range of wheeled toys outdoors. This promotes children's physical development and encourages them to get better at things through effort and practice. Consequently, they develop skills to support their move to school.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery as staff take account of information about individual children's care needs obtained from parents. A key-person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn.

Children explore, play and learn in a safe and secure environment, both indoors and outdoors. The outdoor area promotes children's developing physical skills and confidence, however, support for children's individual learning is not tailored to their particular needs as activities are not always planned with sufficient consideration to children's next steps. The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks, which include fruit and

vegetables, and children's individual dietary requirements are met. Staff discuss the importance of hand washing with children in order to protect them from harmful germs. Staff give children appropriate support in putting on their coats as they prepare for play outdoors. As a result, children achieve some independence in hygiene and managing their personal care.

Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good, as the staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving indoors. The nursery is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The nursery adheres to regulatory ratios and staff supervise children appropriately to meet their needs and promote safety. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children, including those learning English as an additional language or those with special educational needs and/or disabilities. The manager monitors staff performance, both informally through working alongside the staff, and more formally through annual appraisals, which helps to identify some training needs. Most staff hold relevant childcare qualifications and are keen to continually update their professional development. For example, recent training on behaviour management supports them to manage children's behaviour. Staff use positive strategies to deal with any minor issues and children receive praise and encouragement, which supports their confidence and self-esteem. Suitable induction procedures are in place to support new staff and students, and to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues, to further promote effective outcomes for children. The manager demonstrates a commitment to the continual

development of the whole provision. For example, a recommendation from the previous inspection, to provide parents with regular information so that they can better support children's learning, has been successfully addressed. This helps to promote children's development. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. One comments that their child 'is more confident, talkative and able to share with his peers since starting nursery'. Another writes, 'we love the amazing staff and care'. They are regularly informed about their child's learning through daily verbal feedback and informative newsletters. Effective relationships with other professionals and external agencies are established. Consequently, children's needs are supported and staff successfully help them to make progress. Staff promote sound links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	650144
Local authority	Essex
Inspection number	869518
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	80
Name of provider	Julie Holmes
Date of previous inspection	06/11/2009
Telephone number	01992 650 166

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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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