

# Sunshine Day Nursery

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



## Inspection date

1 July 2015

Previous inspection date

26 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide many varied opportunities for children to develop their early writing and mark-making skills. Many older children can independently write their names. Children are developing the skills needed in readiness for starting school.
- Parents are encouraged to share what they know about their children's learning and contribute photographs and observations from home. As a result, there is good continuity of learning between home and the setting.
- Staff promote children's physical skills well as they use a wide range of climbing equipment, such as scramble nets and a climbing wall built into the outdoor area.
- Staff safeguard children's welfare, implementing effective policies and procedures that underpin the rigorous practice.
- Thorough and accurate self-evaluation ensures that strengths and weaknesses in practice are effectively identified. A successful improvement plan is implemented that supports children's achievements over time.
- Children develop secure, emotional attachments with staff. Good settling-in arrangements and continued discussions with parents ensure that children's needs are continually met.

### It is not yet outstanding because:

- Staff do not always establish strong links with other early years settings that children attend, in order to exchange information and provide even further continuity of learning.
- During storytelling activities, some staff do not use the props and resources as effectively as they could to sustain children's attention and interest in the story.

## What the setting needs to do to improve further

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

- extend the partnerships with other early years settings children attend, in order to share information about children's progress more effectively
- build on the teaching strategies used when telling stories to gain and sustain children's interest and attention.

### Inspection activities

- The inspector observed general play and the lunchtime routines in the three rooms and in the garden. She talked with staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspector held joint discussions with the manager in relation to observations of the children's play, learning and progress.
- The inspector reviewed the provider's self-evaluation.

### Inspector

Lindsay Hare

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are confident talkers and staff support their communication and introduce new vocabulary. They excitedly find a member of staff to explain how they have mixed different coloured paints to make brown. Children are able to sort by colour and size and staff use everyday opportunities to encourage counting. For example, younger children count bangles as they put them on their arms. Children develop their manipulative skills as they use a range of tools, such as pressing the trigger on a spray bottle as they water the flowers. Staff use skilful questioning to gain an understanding of what children know as they recall a familiar story. However, occasionally children lose interest and become distracted as they listen to audio stories, rather than staff reading directly to them. Staff do not always use their voices or props effectively to sustain children's engagement. Children's next steps are identified through precise assessments, which are shared with parents. Consequently, children make good progress.

### **The contribution of the early years provision to the well-being of children is good**

An effective key-person system ensures children settle quickly as they are supported from the start and every time they change rooms within the nursery. Children are prepared for their move to school as they practise routines, such as changing for sports lessons. Children's independence is promoted well. They manage their self-care skills well according to their age. For example, they pour their own drinks and scrape their plates after mealtimes. Children have daily access to the garden where they enjoy a wealth of activities to support outdoor learning. Staff's careful reminders and explanations build on children's awareness of keeping safe and healthy. For example, children know why they need to wear hats outside in the sun and why they need to drink more water. Children behave well because staff use age-appropriate strategies agreed with parents. Staff promote positive reinforcement by using lots of praise and children look forward to receiving the ink stamps on their hands as a reward.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager clearly understands her responsibility in meeting the requirements of the Early Years Foundation Stage and has worked hard to meet the actions from the previous inspection. Effective arrangements for recruiting new staff, offering regular supervision and observing and checking staff performance lead to a good level of consistency of practice. This enables any development points to be tackled through targeted training and support. Staff have brought back ideas from recent training and shared this with colleagues, which has had a positive impact on the quality of teaching. For example, staff have introduced more opportunities for interaction between the key groups. There are strong links with the schools children move on to. Not enough has been done to establish partnerships with other early years settings that children attend to build further continuity. The manager uses staff's individual assessments to track children's progress, ensuring that any potential learning needs are being recognised and met quickly.

## Setting details

<b>Unique reference number</b>	650144
<b>Local authority</b>	Essex
<b>Inspection number</b>	989070
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Julie Holmes
<b>Date of previous inspection</b>	26 August 2014
<b>Telephone number</b>	01992 650 166

Sunshine Day Nursery was registered in 1990 and is situated in Waltham Abbey. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, including the manager who has Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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