

Sunny Days Nursery

St. Day & Carharrack Community School, Burnwithian, St. Day, Redruth, Cornwall, TR16 5LG

| | |
|--------------------------|------------|
| Inspection date | 08/01/2014 |
| Previous inspection date | 04/12/2009 |

| | | |
|--|-------------------------|---|
| 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 have good self-esteem and self-confidence, as they are continuously praised and encouraged. They form secure emotional attachments because of the sensitive and skilful support they receive from the staff.
- The range of resources and activities are used to support children's varied interests well, enabling them to initiate their own play and develop confidence and independence.
- Children's personal and social development is good. They behave well and interact positively with one another.
- Robust systems are implemented to ensure staff are appropriately experienced, qualified and vetted to work with children. Staff are confident and vigilant in safeguarding the children in their care.
- Staff keep parents well informed about all aspects of their children's care and learning. This builds trusting relationships and provides continuity in children's care and learning.

It is not yet outstanding because

- Children do not always have opportunities to learn to prepare and serve their own food or pour their own drinks at snack and meal times to fully develop their independence and physical skills.

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 viewed the premises, toys and equipment.
- The inspector engaged in discussion with children, parents and staff.
- The inspector sampled a range of nursery documentation.
- The inspector observed interactions between staff and children.

Inspector

Jayne Pascoe

Full report

Information about the setting

Sunny Days Nursery is a committee run group that registered in January 1991. It is registered on the Early Years Register. It operates from a purpose built nursery, with the addition of one classroom, in St Day and Carharrack Community School, near Redruth in Cornwall. The nursery is open each weekday from 8am until 6pm for 50 weeks of the year. All children share access to a secure, enclosed, outdoor play area. Children come from a wide catchment area and some also attend other early years settings. There are currently 60 children on roll. The nursery provides funded early education for two-, three- and four-year-olds. They support a number of children with special educational needs and/or disabilities. The nursery employs 10 members of staff. The manager has achieved early years professional status. Of the remaining staff, one is qualified to a Level 4, seven have Level 3 and one has achieved a Level 2 and is currently working towards a Level 3.

What the setting needs to do to improve further

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

- extend opportunities for children to develop independence at snack and mealtimes so that they are ready for the next stage in their learning.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They know children well and provide interesting learning experiences based on children's individual preferences, interests and abilities. Children benefit from a balance of self-initiated and adult-led activities and move freely from indoors to outdoors, as and when they wish. Staff interact skilfully with children to support and enhance their play further. For example, during child-initiated role play adults ask open questions to encourage children to plan what they will do next. This helps their play to continue purposefully for a considerable period and evolve from one scenario to another. Adults also introduce additional language to extend children's vocabulary, as they chat about what they are doing. As a result, children's communication skills are successfully promoted. For example, when they are pretending to cook in the role play kitchen, staff talk to them about what they are making, the tools they require and the actions they must take to achieve their chosen outcome. Plenty of praise and encouragement is provided, which reinforces their sense of self-worth and achievement.

Daily routines are used well to support children's independence, health and safety. They help to tidy away toys from the floor after use, as they understand that this prevents accidents from trips and falls. Children confidently follow good hand washing procedures

and dress themselves appropriately to play outdoors in all weathers. They learn about healthy food and drink and sit socially in small groups to eat. However, although children are keen to volunteer to help wash the cups and plates after they have eaten, they are not always encouraged to help to prepare their snack or serve it. Therefore there are missed opportunities for them to increase their physical skills and develop a greater sense of independence and responsibility.

Planning and assessment systems are robust. Consistency is successfully maintained across the nursery, in use of these records. Parents are encouraged to review children's progress regularly with their key person, which helps them to promote children's learning at home. Parents explain that they feel fully involved and are able to actively contribute through the provision of 'WOW' moments. This enables them to regularly share children's achievements with the nursery in order to influence future planning. There is evidence that children make good progress in relation to their individual starting points. Children with special educational needs and/or disabilities are supported very well in partnership with parents and other professionals. Children across the nursery benefit from a broad range of learning experiences in all areas, which helps them to acquire the key skills for learning and prepares them for their move on to other early years provisions and school.

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

Children enter the setting happily and enthusiastically. They separate easily from their parents and quickly settle to play with favourite toys, with their key person. The key person system is very effective in establishing positive relationships between staff, parents and children. This successfully supports children's well-being. Parents explain that it gives them confidence to know that there is a designated member of staff caring for their child, sharing information with them and monitoring their child's progress. Children who are new to the nursery are supported very well by an attentive and caring staff team. They gently encourage children to explore the environment. This helps them to develop confidence and engage in purposeful and enjoyable play. Children enjoy favourite story books together and join-in with group role play. They develop secure friendships with other children and successfully maintain harmonious play. Staff are positive role models, who set good examples to children. They are consistent in their approach to managing children's behaviour. Children are helpful, considerate and kind to one another. Staff help children to identify and manage their feelings and emotions through ongoing discussion and explanation. They praise and encourage children's good behaviour. They refer children to a range of illustrated reminders of behavioural expectations, which are displayed prominently on the wall. As a result, children develop good social skills, are well behaved and display good manners.

Conversation flows freely as children chat to one another and with adults to discuss what they are doing, express their individual needs and make choices. Children know the daily routine, which gives them a sense of belonging and helps them to feel safe and secure. They are encouraged to make choices about what they will do and their ideas are respected and encouraged. Children show high levels of curiosity. They ask lots of questions, which adults answer fully, which leads to further learning. Staff follow children's

interests and happily demonstrate how they can achieve their goal. For example, when children build a low sturdy bridge to walk across, the member of staff working with these children demonstrates how best to walk across this to succeed. They eagerly follow her lead and improve their balancing skills rapidly. Staff are vigilant in maintaining children's safety. They supervise children appropriately at all times and engage children in purposeful discussion about how to keep themselves safe for example, when using tools and equipment. The attentive nature of staff reinforces children's sense of security and well-being. As a result, they feel safe in the provision.

Good hygiene practice is promoted as children wash their hands before snack and after outdoor and messy play. They manage this well with and without adult support. Children understand the importance of keeping clean and the impact this has on their health. Children climb, crawl, balance and jump in the indoor physical play area. Outdoors children enjoy the fresh air regardless of the weather, as they role play in the den, dig in the large sand tray, climb and ride on wheeled toys. They move safely indoors and out. Children enjoy a substantial snack during the morning of baked potato with cream cheese and a selection of fresh fruits. They bring their own packed lunch, which is stored and served appropriately. The nursery follows a nutrition plan especially designed for young children. Specific dietary requirements are respected and met.

Children's art work is displayed on the nursery walls and good use of labelling helps children to self-register and find toys and resources from the storage units. In addition, photographs of children at play and with their families help to promote children's independence and sense of belonging. Children interact positively with one another. Older children enjoy being role models to younger children and they also enjoy interactions with children in the school. This helps them to aspire to their move on to school life. Children have developed good social skills as they share, take turns and show concern for others.

The nursery is organised well to meet children's needs. Younger children spend the majority of time in one section of the building and older children have use of a large classroom in the school. This enables them to benefit from free access to a wide range of appropriate toys, resources and equipment to support their learning without compromising their safety. For example, babies and toddlers explore the 'treasure box' which contains a variety of teddy bears of different textures. They enjoy making sounds using a xylophone and investigate a range of cardboard tubes, different materials and natural resources collected from the outdoors. Children chat and babble to their key person depending on their vocal abilities. All children are beginning to use signing to communicate with others. Older children engage in ongoing purposeful discussion about what they will do and what they hope to achieve. They use a good range of books for personal enjoyment and reference. Children are developing their mathematical abilities as they weigh, measure, compare, match and sort using a variety of small objects. Older children complete puzzles and construct large scale balancing equipment. They develop their problem-solving skills as they share toys and agree how to arrange equipment to achieve their particular goal. Children of all ages come together regularly during play in the shared outdoor area and are able to use all areas of the nursery at appropriate times. Staff actively promote a positive awareness of people's differences. These good practices successfully support children's personal, social and emotional development.

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

Staff have a secure understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They are competent in their roles and responsibilities and have a good understanding of the local safeguarding procedures. The manager takes the lead role for safeguarding and understands their responsibility to report any child protection concerns in accordance with local safeguarding procedures. All staff demonstrate the ability to follow these procedures if required. There is a good range of written policies and procedures in place, which are shared with staff and parents to maintain consistency across the nursery. This includes comprehensive safeguarding, child protection, recruitment, vetting, induction and whistle blowing procedures. A single central record contains appropriate details of suitability checks for staff and the committee. The staff team are appropriately qualified and experienced. Staff review the policies and procedures during weekly team meetings to keep themselves up-to-date. This helps them to apply these effectively throughout the nursery. Good supervision and appraisal systems are in place to regularly monitor staff performance and review suitability. Staff practice shows that they are vigilant in promoting children's safety. Children participate in regular emergency evacuation procedures. They learn how to identify and manage everyday risk as they handle tools and move from the indoors to outdoors. A written risk assessment is in place and the staff complete daily visual checks on the premises, toys and equipment. This helps to maintain the safety and security of children at all times.

Educational programmes are secure and staff demonstrate skill in their ability to teach. There is evidence through observations of children at play and from information included in their individual assessment records, that children benefit from good opportunities to learn and develop essential skills. These are tailored to their individual abilities by their key person. Therefore, they make good progress in relation to their starting points. Parents are actively involved in their child's learning. They share good information with their child's key person to identify appropriate areas for future development. Staff have also established positive working relationships with other early years practitioners and agencies involved in the children's care, which contributes to meeting children's individual needs. The nursery team regularly and effectively evaluate practice to identify appropriate areas for future improvement. As a result, they now provide some covered areas so that outdoor activities can continue whatever the weather. They have also accessed safeguarding and behaviour management training, to extend staff knowledge and skills further. Supervision procedures for staff have been strengthened and systems to enable parents to take a more active role in children's learning have been introduced. There is an effective management structure in place and the manager is supported well by the committee and two deputies. Overall, the nursery is a well organised provision, with a committed staff team. Parents are valued and included and children's needs are met well.

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 | 102860 |
| Local authority | Cornwall |
| Inspection number | 946588 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 36 |
| Number of children on roll | 60 |
| Name of provider | Sunny Days Nursery Committee |
| Date of previous inspection | 04/12/2009 |
| Telephone number | 01209 821868 (Land) 07799511829 (Mobile) |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

