

Sunnyfields Day Nursery

Inspection report for early years provision

Unique reference number 137250
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Inspector Susan Linda Capon

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sunnyfields Day Nursery opened in 1998. It is one of two nurseries registered to Sunnyfields Day Nurseries Limited. The nursery comprises of four childcare rooms on the ground floor of a house situated in a residential road in Shortlands in the London Borough of Bromley. There are associated toilets, kitchen and an office. A secure garden is available for outdoor play. The group serves the local community and children attend for a variety of sessions.

A maximum of 45 children in the early years age group may attend at any one time.

There are currently 66 children on roll. The group supports children with English as an additional language and those with special educational needs and/or disabilities.

The nursery opens each weekday between 0800 until 1800 for 51 weeks a year. Separate sessions are available between 0800 until 1230 and 1400 until 1800.

The group employs 11 full-time staff. Of these, 10 hold an early years qualification. The provider holds the Early Years Professional status and is supernumerary to the staff team. The nursery also has another director, cook and cleaner. The setting receives support from the Bromley Early Years team and the local Special Educational Needs Coordinator.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated, caring staff work well as a team, embracing new staff to the setting, ensuring they work closely together, promoting good quality care for all the children to meet their care, learning and developmental needs. Children enjoy a stimulating and interesting balance of adult led and free choice activities each day, keeping them busy and occupied as they play and learn. Inclusive practice is promoted throughout the provision, ensuring everyone is included at their personal developmental level and able to fully participate in all activities offered. All staff continue to develop their childcare skills through attending relevant training opportunities, ensuring they are conversant with the Early Years Foundation Stage requirements, enabling children to learn and develop appropriately. The ongoing self-evaluation of the provision offered incorporates the views of staff, parents and children, enabling the management to continue to make improvements to promote quality care for all the children attending. The nursery continues to develop close relationships with all parents, providing more opportunities for them to be fully involved in their child's care, learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop all staff's understanding of how to use and evaluate observations and planning, ensuring all children can continue to make good progress through the early learning goals.
- ensure all registers are always completed as each child arrives at the provision, ensuring their ongoing safety at all times.
- develop relationships with all other provision children attend in addition to the nursery, maintaining continuity of care for their welfare, learning and development.

The effectiveness of leadership and management of the early years provision

The driving ambition of the management encourages all staff to work well throughout the provision to provide consistent good quality care and learning for the children attending. They implement the well written policies and procedures which underpin the day to day running of the provision, ensuring the safety of the children for the majority of the time. For example, room registers are usually up to date although children are occasionally not recorded on arrival, putting their safety at risk. All staff continue to identify their skills and future training needs through annual appraisals. Management ensure in-house and outside training opportunities are used when possible, enabling staff to implement this learning in the nursery. For example, staff have updated their First Aid qualification and undertaken Health and Safety training. Rigorous employment procedures ensure all staff are suitable to work with the children.

The nursery has good day to day procedures for managing all areas of the provision. Staff have developed The Big Talk training, implementing Makaton signing in all rooms, enabling all children to make their needs known and understood. Babies and toddlers particularly enjoy the What's in the Box activity eagerly joining in with the actions and singing. All previous recommendations have been suitably acted upon. For example, additional fans have been added to the conservatory area, ensuring this is maintained at a suitable temperature all year.

Detailed risk assessments and daily checks ensure the premises, toys, equipment and activities are suitable and safe for the children attending. The children are developing their awareness of keeping themselves safe. For example, they know they must not go outdoors without an adult.

Good systems are in place for supporting children with special educational needs and/or disabilities and children with English as an additional language. Staff develop close relationships with parents and other professionals working closely with the children. For example, speech and language therapists. However, some children attend other childcare provision and the nursery does not currently have procedures in place for sharing information with these settings to promote continuity of care, learning and developmental needs.

The children's welfare and safety is important to all staff. Regular cleaning routines ensures the spread of infection is limited particularly in the baby rooms. Resources are well organised throughout the provision as children use all the different areas, during the day indoors and outdoors, sharing resources when appropriate. Well organised staff offer good support to all the children, enabling them to develop and learn as they move through the early learning goals. For example, key workers work closely with individual children, developing good relationships as they get to know one another well. This enables children to feel safe and secure. Children access a good range of toys, equipment, activities and posters, promoting positive images for all areas of diversity and equality, enabling them to learn more about other people and the world about them. The staff team includes people from a mixture of cultures. They share their cultures with the children, extending opportunities for them to learn about other people. For example, they plan festivals they celebrate including Eid.

The nursery continues to work hard, developing very good relationships with all parents. Parents find the staff loving, caring and approachable. Children and carers feel they receive a warm welcome, making them feel at home and part of the nursery. Parents say their children look forward to attending and enjoy the activities available. Many children have made new friends and new children settle quickly as they develop close relationships with the staff. Parents of younger children receive written daily reviews of their child's day and everyone has regular opportunities to discuss their child's ongoing progress and development. Extensive information is available through the groups website, e-mail, newsletters, prospectus and policies and procedures pack. Social events promote opportunities for parents to meet one another and the staff team in an informal environment. Parents and toddlers also enjoy opportunities to be involved in the Bunnies Music Box sessions. All complaints are suitably addressed, appropriate action is taken to address any concerns and the information is made readily available, promoting an open relationship between the nursery and parents.

The quality and standards of the early years provision and outcomes for children

The hard-working staff team work well with the children, enabling them to feel safe, secure and happy in the nursery. They provide good quality, interesting, stimulating activities throughout the provision, supporting each child's personal development and progress. Children's artwork is displayed in all areas of the nursery, promoting children's confidence and self-esteem as they proudly show their parents and friends their masterpiece.

Children are developing a good awareness of the importance of a healthy lifestyle. The cook provides healthy, nutritious, home made meals, incorporating fresh fruit and vegetables every day. All staff are fully aware of any individual dietary needs, ensuring these are always considered when offering food and drink. For example, vegetarian options are always available. All the children have healthy appetites and many enjoy a second helping. Healthy eating and the value of exercise is discussed informally and through a range of topic based activities. For example, babies make pictures of fruit bowls and older children enjoy growing their own potato head.

Outdoor play is fully promoted through the use of ponchos for wet weather play, ensuring children enjoy the garden all year round. For example, the children enjoy splashing in the puddles and exploring the snow. Staff extend children's learning opportunities when they play outdoors, ensuring a good range of activities are readily available in this area. For example, children enjoy small world activities playing with the zoo animals and painting and drawing in small groups. Listening to stories is enjoyed indoors and outdoors as staff relate the tale of The Little Bear Lost to a group of children. Other children enjoy pedalling a bike and developing their climbing, jumping and sliding skills as they use the large apparatus. Older children recognise they need a drink after physical exertion from bouncing in time to the clapping rhythm and beat.

The majority of staff are fully conversant with the Early Years Foundation Stage curriculum. Planned activities incorporate the needs of most of the children although this area requires developing to ensure every child's personal development and learning needs are met at all times. For example, clear aims and objectives and reflective evaluation are not always carried out, preventing staff recognising next steps for progression. Staff build on information gathered about individual children's abilities when they first attend the setting, enabling them to help children progress through the early learning goals. Well written, clear concise reports enable parents to share their child's personal learning and development progress with the key worker, keeping them involved in their child's care at all times.

All the children are making good progress towards the early learning goals. Toddlers are developing good language skills and beginning to recognise colours. For example, during an activity children said donkey clearly and recognised the clockwork chick was yellow. Older children are able to work together, sharing and cooperating with one another as they play their game of shops and doctors. They recognise their own coats and shoes when they dress themselves to play in the garden. Babies shake their heads when they do not want the toys offered and smile happily as they enjoy chalking on the low level board in their playroom.

The children have good relationships with the staff team, eagerly sharing their news when they arrive each day. Daily routines are similar in all rooms, enabling children to progress more easily through the nursery, enjoying continuity of care and maintaining their self esteem and confidence. The individual care needs of young babies are incorporated into the nursery day, promoting continuity of care, enabling children to settle quickly. Children enjoy helping to care for the new fish, recognising they do not have teeth to eat their fish food. They particularly enjoy mini beast hunting around the nature trail in the nursery garden and feeding the ducks when they visit the local park. Children know how to make purple and brown when they mix the paint together and are developing their writing skills as they enjoy making letters in the rice activity. Many can write their own name, using recognisable letters in their card for mummy. Opportunities for developing addition and subtraction skills are put into action when they determine if there are more than four people playing in the role play area. For example, they know one child must leave when five are present and look for a friend to join them when only three are playing. Minimal behaviour management is required as the children understand the rules of the setting and play and share well together from a young

age. Staff regularly praise and encourage the children's achievements, developing their self-esteem and confidence.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met