

Sunshine Day Nursery

167 Wallwood Road, LONDON, E11 1AQ

Inspection date

Previous inspection date

11/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The dedicated leadership and management team demonstrate an exemplary knowledge and understanding of the requirements of the Early Years Foundation Stage.
- Children are thriving and make excellent progress in their learning and development, in relation to their starting points, due to the excellent teaching.
- Staff follow stringent procedures which give the highest priority to the safety, welfare and wellbeing of children.
- There are excellent partnerships with parents and outside agencies which help to ensure that children receive relevant support and consistency in their learning and development.

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 looked at all required documentation and sampled safeguarding policies, procedures and children's progress records.
- The inspector held discussions with the registered providers and management team about the provision and the self-evaluation processes.
- The inspector observed staff in all rooms, and outside, interacting with children and held discussions with them.
- The inspector took account of the views of parents via questionnaires and references.

Inspector

Sarer Tarling

Full Report

Information about the setting

Sunshine Nursery re-registered as a limited company in 2013 and is one of three nurseries. The nursery is located in Leytonstone in the London Borough of Waltham Forest close to shops, parks and local transport links. The nursery operates from a converted three storey house. Children are based in one of four playrooms according to their age and stage of development. The playrooms are located on the ground floor and lower ground floor. All children have access to a shared outdoor area with designated play spaces for younger children. The nursery is registered on the Early Years Register. There are currently 83 children on roll. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for three and four-year-olds. The nursery is open all year round from 7.30am to 6pm. There are 23 members of staff, nearly all of whom are qualified to a level 3 or above.

What the setting needs to do to improve further

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

- Build further on the staff's already very good understanding of children's motivation for learning so that they can extend children's learning even further.

Inspection judgements

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

Each child's learning and progression is extensively supported by the extremely knowledgeable and skilled staff team. Staff encourage children to explore and initiate their own play opportunities because they know that it is important to understand a child's motivation for doing something. While the practice here is already very good, the staff team are committed to improving this even further to extend children's learning to the fullest extent. There is a hive of activity as children laugh and chat together as they move from one activity to another. Staff use positive teaching methods, such as asking challenging questions, giving clear explanations and introducing new ideas and concepts as they playfully teach the children. Staff regularly record observations, make precise assessments of the children's participation in activities and plan next steps in their learning. They provide children with a varied range of equipment and materials which help them to develop skills in all areas, both indoors and out. Children benefit greatly from the staff's positive involvement in their play and genuine interest in their uniqueness. The skilful staff measure when to intervene and extend the children's learning further, or simply observe and let the play develop freely. Activities are differentiated to suit the

needs of all children. Consequently, children of all ages and abilities make excellent progress in their learning in relation to their starting points.

Children's personal, social and emotional development is fostered very well. All children are happy, confident and settle easily into activities and show enjoyment in what is provided. Excellent arrangements are in place to support children with English as an additional language. Staff work with their parents to find out specific information about their home language. Staff use simple sign language, visual timetables and symbols to enable all children to communicate their needs. Children who have special educational needs and/or disabilities are very ably supported because staff work very closely with parents and other professionals to ensure that any specific needs can be met. Staff are proactive in seeking advice and training in order to improve outcomes for children.

Staff value what the children say and show a genuine interest. Therefore children are keen to share their news and explain their ideas. Staff successfully promote children's enjoyment of books and early literacy skills. Story telling is animated and children are encouraged to recall and act out their favourite stories through the use of some wonderful homemade props. Trips to the theatre bring stories the children have enjoyed to life. Staff place a clear emphasis on helping children learn the initial sounds of letters. Writing is popular with the children and staff successfully incorporate opportunities for children to make marks as they play. Many older children can identify their letters and become competent in writing their own name.

Children have their interests extended through role play. They had tremendous fun dressing-up and using a variety of resources pretending to work in a police station. Staff introduced finger print and identity kits and large cardboard boxes were soon decorated and converted into police cars. Children enjoy enrichment activities such as playing musical instruments, singing songs and expressing themselves through movement and dance. An extensive range of arts and crafts materials are freely available to the children. Staff provide numerous opportunities for children to use their senses to explore and investigate as they play with warm noodles, shaving foam, sand, iced water and a cornflour and water mix. Children's mathematical learning is fostered very well and children show a keen interest in shape, pattern, size and numbers during their play. Children measure and weigh the ingredients they require to bake bread. Children take great pride in helping to set the table and are encouraged to problem solve by working out how many more or less plates or pieces of cutlery they require. Children display high levels of concentration and enjoyment during their play. Excellent use is made of the outdoor area to inspire children's curiosity in the natural world and to promote all areas of learning through first hand experiences. Children learn about life-cycles as they help to care for the hens, waiting patiently for their eggs to hatch into chicks. Children search for birds and mini beasts using binoculars and magnifiers and use torches as they go on walks during dark afternoons. Children enjoy close encounters with visiting farm animals and reptiles.

The outstanding partnership with parents actively supports children's feeling of belonging in the nursery. Parents are asked to provide detailed information about their child's progress and interests at home when they start attending. This is built upon throughout their time in the nursery by the key persons regularly seeking updates from parents.

Information gained from observation and assessment is used to compile regular progress reports for parents and this includes the progress check at age two. Meetings are offered to parents, and staff suggest tasks, linked to the nursery activities, that parents can do with their children at home. Parents are welcomed on outings and to interactive open days where they learn more about how their child learns through play.

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

Families are warmly welcomed. The wealth of displays of children's work and photos truly capture what the children enjoy to do. Children proudly point out their work and feel valued as unique individuals. Staff work hard to create a highly stimulating environment indoors and outside. Nursery rooms are regularly re-organised to meet the ever changing needs of children attending. Low level storage systems, clearly labelled with pictures and words, enable all children to make choices about their play. Children are extremely confident and self-assured. They demonstrate this by making decisions regarding what they want to do and through their close and comfortable interactions with adults.

Children develop an ability to keep themselves safe because staff are skilful in their use of explanations about the possible dangers in different situations and offer solutions on how to stay safe. Staff show children how to use scissors, knives, garden and woodwork tools correctly. On outings children learn about road safety and stranger danger and staff encourage children to take calculated risks, such as climbing and balancing on large equipment in the nursery garden and while exploring in the local forest area. Staff are very attentive and become actively involved with the children's play. Staff show a very calm and secure understanding of how to manage children's behaviour. They focus on positive outcomes which are tailored to each child's individual needs. This provides opportunities for children to learn about boundaries in a way that they understand. Children respond positively to the staff's gentle reminders to think of others and to be careful during their play particularly when all the children join together for time to play in the garden.

Staff enter into informative discussions with the children and provide related activities to heighten their awareness of how to achieve healthy lifestyle habits. Children relish being outdoors and have daily opportunities to benefit from fresh air and exercise in all weathers. Scooter races, Zumba sessions and obstacle courses keep heart beats racing. Children learn about healthy eating and what their body needs for growth as they plant and harvest vegetables in both the nursery garden and on the allotment. The food they have grown is incorporated into the nursery menu and children happily munch their way through a wide selection of fresh salad and vegetables. Meal times are social occasions where children tuck into varied, healthy and nutritious homemade meals. Staff embrace opportunities within the daily routine to promote independence in children. They learn to wash and dry their hands proficiently, help prepare their own snacks and serve their own meals.

Throughout the nursery staff follow stringent hygiene routines which prevent the risk of cross infection. Younger children are very well supported in their toileting and nappy

changing routines ensure they are comfortable, while respecting their dignity. Medication and accident requirements are met to secure the children's health and well-being. Relationships with the staff are warm and nurturing. Staff know each of the children's backgrounds and are sensitive and responsive to their care needs. All children are valued within this inclusive environment. They are treated with kindness and their emotional security is given high priority. Babies feel reassured as they hold onto their own comforters and are gently patted off to sleep. Older children rest in comfortable spaces and all children are closely monitored as they sleep. Children are sensitively supported by their key person when the time comes for them to move to a new room within the nursery. Local schools appreciate the excellent links the nursery has formed with them. They report how smoothly the children settle and how very well prepared they are for their future learning.

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

Safeguarding is given the highest priority. Excellent procedures are in place for the recruitment and vetting of staff to ensure they are suitable to be working with children. Thorough induction procedures ensure staff become confident in their role and responsibilities. Staff are expected to regularly complete core training, which includes first aid and safeguarding children. Designated staff attend more specialist training and share their expertise with others during in-house training. As a result all staff are confident in their role of identifying and reporting any child protection concerns. Procedures regarding the restricted use of mobile phones and cameras in the nursery are very clear and implemented effectively. Management undertake comprehensive risk assessments of the whole premises. Staff complete daily safety checks and routinely assess the suitability of activities and resources in relation to the children attending. Security locks, finger print technology and close circuit television means that only adults known to nursery staff are able to gain access to collect their children. Equal consideration is given to the safety and supervision of children on outings.

The nursery owners demonstrate a superb understanding of their responsibilities to meet the Early Years Foundation Stage requirements. Along with managers, they are highly effective in continually monitoring the quality of the learning experiences that are offered to all the children. On-going mentoring ensures all staff are actively supported by management in their planning, observation and assessment of the children. In addition each staff member takes part in an annual appraisal, together with a review at the interim six month period, to identify areas of strength and targets to meet. This feeds into the programme of on-going professional development and training. This also contributes to the successful monitoring of the quality of teaching within the nursery. Staff are rewarded with certificates for their enthusiasm and commitment to improving their practice. Individual room, whole staff team and management meetings help to ensure that all staff are working toward the same aim and share the nursery owners' vision.

The nursery owners and management team have very high expectations for all areas of the nursery. They constantly reflect on their practice, have open discussions with parents,

children, staff and other professionals and are constantly seeking ways to improve and enhance their provision. This is reflected in clear development and action plans. The nursery welcomes support from the local authority and is happy to have students and other providers observe their outstanding practice. Staff are constantly seeking to improve their already excellent understanding of how children learn and how to meet their individual needs. Morale within the staff team is very high. The owners place a strong emphasis on increasing staff's skills and knowledge. They are encouraged to gain higher qualifications and to pursue areas of interest to acquire more specialist skills to develop specific aspects of the nursery provision.

Parents receive an abundance of information about the nursery through verbal discussion, children's progress records and policies and procedures. This is further enhanced through information displayed on the notice boards as well as regular newsletters and the nursery website. The nursery has a comprehensive range of policies and procedures which are well written, routinely reviewed and embedded in the outstanding practice. All required documentation is in place. Highly effective partnerships with other professionals, alongside the competent work of the nursery special needs co-ordinators, result in well targeted interventions which help children of all abilities reach their full potential.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY453184
Local authority	Waltham Forest
Inspection number	925744
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	83
Name of provider	Sunshine and Sunbeams Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	02085566889

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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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