

# Sunny Day Nursery & Play Club

Inspection report for early years provision

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**Unique reference number** EY216520  
**Inspection date** 01/06/2009  
**Inspector** Anne Jeanette Faithfull / Marilyn Joy

**Setting address** Middle Farm Barn, Middle Farm Way, Poundbury,  
DORCHESTER, Dorset, DT1 3WA  
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**Type of setting** Childcare on non-domestic premises

## 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.

## Description of the setting

Sunny Days Nursery opened in 1995 and transferred to the current premises in 2002. It is privately owned and is one of three Sunny Days nurseries. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted barn situated in the village of Poundbury, near to the town of Dorchester. The accommodation is on two floors. The ground floor comprises of an entrance hall, four baby units, with two separate sleep rooms, three toddler units, and two pre-school rooms, each unit having its own integral kitchen and toilet facilities. The first floor, which is accessed by a lift or stairs, has the play loft soft play centre, a communal dining area and after school and holiday club room. There is an enclosed, outdoor playground and grassed garden area.

The nursery is open from Monday to Friday, from 07:00 to 19:00 all year round. The nursery is registered to provide care for 173 children from birth to under eight years at any one time, of these not more than 147 may be in the early years age range. There are 278 children on roll between the ages of three months to 14 years. This includes funded children. Children aged eight to 14 years attend before and after school and during school holidays. Children may attend on a part or full time basis and come from local communities around Dorchester. There are 32 staff who work directly with the children. Of these 22 hold relevant childcare qualifications. The nursery has an Investors in People award and is a member of the National Day Nurseries Association. The provider also works in liaison with Dorset Sure Start and has a Quality Counts Investors in Children Award.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children make good progress as staff recognise the uniqueness of every child and ensure each child has their learning and welfare needs met. Secure trusting relationships are established, which help children develop confidence and a sense of belonging within the nursery. Ongoing evaluation by the management and staff ensures areas for development are continually identified and acted on.

## What steps need to be taken to improve provision further?

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

- develop the arrangements for gathering information from parents regarding children's starting points
- continue to develop the systems for sharing information with other settings children attend
- undertake regular observations on younger children in order to identify and plan for their next step in learning and to track their progress through the Early Learning Goals

## **The leadership and management of the early years provision**

The nursery and play club are well managed by the management team and all staff are very aware of their individual roles and responsibilities. There are robust systems in place to ensure the safety of children. Thorough recruitment and vetting procedures ensure that staff are suitable and the six monthly appraisals ensure their on-going suitability. Newly appointed staff take part in an extensive induction procedure. Regular staff and management meetings are held and staff throughout the nursery and play club are actively involved in the self-evaluation process through discussion and training. Staff and parents' views are sought from the management team regarding any plans for the nursery for instance, how the new outdoor area should be developed. The management team ensure staff receive regular training from a variety of sources and other professionals and their own training centre. This ensures staff are kept up-to-date on childcare practice and are able to gain further childcare qualifications.

The nursery and play club are safe and welcoming for children. Risk assessments are carried out regularly to include outings, all areas of the provision, resources and equipment. Staff are secure in their knowledge of safeguarding children and are aware of the procedures to follow should they have concerns about a child in their care. Children regularly practice evacuation procedures to ensure they are aware of the steps to take in the evacuation of the building. There are systems in place to gain information about a child before they start at the nursery, which includes their likes and dislikes. However, this does not extend to obtaining children's starting points and achievements they have already made at home or other settings they may attend. Parents receive a range of information before and when their child starts and all policies and procedures are available for them to look at in the entrance. A questionnaire is given to parents to ascertain their views and their comments are acted on. Staff develop positive relationships with parents and exchange information daily either verbally or through daily dairies ensuring children's welfare needs are known and met.

## **The quality and standards of the early years provision**

Staff effectively use their knowledge of the Early Years Foundation Stage to provide a child-led environment where children learn through their play and a range of activities and experiences. Children benefit from an attractive learning environment and interesting resources. They can decide for themselves whether they wish to play and learn inside or outside. Children's work is attractively displayed throughout all areas of the nursery and play club and large displays of photographs of children participating in a range of activities and experiences gives children a sense of belonging. All children enjoy playing with a wide range of different media such as jelly, shaving foam and a range of art and craft materials. Younger children readily participate in playing musical instruments outside under the shade of a tree and staff encourage babies to respond to the action rhymes by copying their clapping and other gestures.

Staff use a variety of ways to communicate with the children including sign

language and they sing to younger children when they are having their nappies changed. Children's communication skills are further encouraged by the use of open-ended questions by staff such as 'why do you think that happened' and children are encouraged to explain what they are doing and why. Staff allow children to make decisions for themselves for example, asking them what they are going to do about the water outside which was overflowing from the water bottles and running towards the blanket on the patio. Children immediately responded by saying they were going to build a bridge to put the blanket on and went into the nursery to find the items they would need. Staff undertake regular observations throughout the week on children in the pre-school to ensure their on-going progress. Observations are completed on younger children, however, they are not as frequent and currently do not identify their next steps in learning or track their progress through the early learning goals.

Staff recognise children's spontaneity. For instance, a child found a ladybird in the garden and staff talked to the children about ladybirds and then arranged for them to make ladybirds out of a range of craft materials. Staff also responded positively to a request from children who attend the after-school club to have their tea outside. Children have opportunities to be involved in the local community and their events. They are participating in a local carnival and are currently making a dinosaur head out of papier-mâché for their float. Regular outings for all the children further enhance their knowledge of the local and surrounding areas. Children who attend the play club have a range of outings and visits planned for each holiday, which are fun and suitable for the older children who attend for example, going to monkey world. Staff encourage positive behaviour, as they are calm role models who manage behaviour appropriately. Children are aware of the golden rules in place and older children contribute regularly to updating the rules. Children and staff talk about sharing the toys and to respect and be kind to each other. Children enjoy listening to stories in small groups and readily anticipate what is going to happen next in the story. Staff encourage children to count in many different ways, such as counting how many ducks are on the rocks in the water tray and measure and calculate when pouring water into various sized bottles. Good relationships are in place between the children and staff. Children readily and confidently approach visitors to show them the worms they have found while digging in the garden and to sing songs to them.

Children are beginning to be aware of their own safety. They are aware to be careful when digging and show staff items they have dug up which may not be safe for example, a small nail. They remind each other to be careful when they are lifting the playhouse door when pretending to mend it with a variety of imaginative work tools. Children learn about healthy eating through discussion at snack time about the fruit they are eating. They enjoy a nutritious home cooked range of meals throughout the day. Mealtimes and snack times are very sociable occasions with lots of chatter and older children are able to choose and cut up the fruit they wish to eat. Younger children are encouraged to begin to be independent and feed themselves with lots of encouragement and support from staff. Babies' routines are followed and they are fed in a reassuring, comforting way with lots of cuddles. Children are able to rest, relax as they require and children who attend after school can sit, chill out in the garden, and meet up with their friends who attend a different school.

Staff follow good hygiene procedures when changing nappies and older children are aware to wash their hands before snack time and after using the toilet. Staff are very aware of sun protection and ensure all children have sun cream applied and wear sun hats when playing outside. Children have many opportunities to be active and develop their physical skills. Staff ensure babies have free floor space so they can crawl around the room. The outside area has a range of equipment including bikes, balancing boards and grassy slopes for children to ride bikes or run down. Children who attend during the holidays use the play loft activity gym, which provides them many physical challenges.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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