

# Sunshine Day Nursery

10 Beech Hill Road, Sheffield, South Yorkshire, S10 2SB



<b>Inspection date</b>	29 January 2018
Previous inspection date	30 January 2017

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The nursery has made significant improvements since the last inspection. The staff comment that they feel proud of what they have achieved and state that staff morale has never been higher. There is a strong commitment to carry on identifying improvements and moving the nursery forward.
- The principal has high expectations for everyone involved in the nursery to perform well. Early years professionals and senior staff monitor the quality of staff's practice and provide access to good-quality training. For example, in interactions and observations, this helps to contribute to good outcomes for children.
- Staff support children with special educational needs and/or disabilities exceptionally well to make good progress from their starting points. Staff work very closely with other early years professionals to support parents and children.
- The staff provide very good opportunities for children to learn about other cultures as well as their own, helping to develop their understanding of the wider world. Children visit a local mosque and staff welcome parents to talk about their own faith.
- Staff develop very positive working partnerships with parents. They ensure daily communication and regular sharing of children's progress. Staff support parents to extend children's learning at home through a range of strategies, such as providing activity packs to take home.

### It is not yet outstanding because:

- On occasions, staff can be over enthusiastic with their questioning and this does not always focus fully on extending and challenging children's learning to the highest level during activities and discussions.

## What the setting needs to do to improve further

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

- strengthen staff's questioning techniques to help challenge children's learning even further.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed joint observations with the nursery early years professionals.
- The inspectors held a meeting with the principal and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have good knowledge of child protection and first-aid procedures. They demonstrate that they would act promptly and effectively should they have a concern about a child in their care, to keep them safe from harm. There is a highly effective system for the recruitment and induction of staff. This ensures that staff are well qualified and suitable to care for children. The principal has fully developed the programme for ongoing supervision of staff to help keep them motivated and develop their current overall good teaching skills even further. The principal works closely with the early years professionals to collate tracking and assess how children are getting on in their development. This helps them to reflect on what they provide for children, to close any gaps in their learning effectively.

### Quality of teaching, learning and assessment is good

Staff observe children and track their development to see how well they are progressing. They use this information well to plan for future learning. Staff carefully match activities to children's needs and interests. For example, staff make good use of children's interest in a recent book about a superhero potato, making their own superhero vegetables. This helps to develop their imagination and creativity. Toddlers enjoy conducting an experiment alongside staff. They use their hand-to-eye coordination and small muscles to use pipettes to add colour to their water and foam. Children comment that it is like a rainbow and to make a rainbow you need water and sunshine.

### Personal development, behaviour and welfare are good

The key persons understand the unique individual needs of all children. This helps to develop strong emotional attachments between staff and children. Staff in the baby room are particularly nurturing towards the babies they care for. Children's social and emotional well-being develop well in the nursery. They behave politely towards each other and respond to the daily routine of the nursery, tidying up when asked. This helps them learn to care for the environment well. Throughout the nursery, the children have access to a good range of activities that helps them to practise new skills and explore recent learning. Children develop good physical skills when they take part in daily outdoor play in the nursery garden.

### Outcomes for children are good

Children, including those who receive funded education and children who speak English as an additional language, make good progress in their learning and development. Children demonstrate that they are confident and self-assured as they approach visitors and ask them what they are doing. Furthermore, babies give visitors a book to look at and share. Toddlers start to develop early mathematical skills as they discover new shapes in a book and learn about the different colours as they mix paints together. Children play well together outside in the mud kitchen. They take turns, share and cooperate to make pizza and soup for staff. They form strong friendships and demonstrate that they have the skills and attributes needed for future learning, such as school.

## Setting details

<b>Unique reference number</b>	EY280094
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1084304
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	144
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Sheffield Teaching Hospitals NHS Trust
<b>Registered person unique reference number</b>	RP519458
<b>Date of previous inspection</b>	30 January 2017
<b>Telephone number</b>	0114 2268847

Sunshine Day Nursery registered in 2004. The nursery employs 38 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including three with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 6.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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