

Sunnybank Nursery

Sunnybank, Chesterfield Road, Calow, CHESTERFIELD, Derbyshire, S44 5UN



Inspection date

26 May 2015

Previous inspection date

27 May 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff place too much emphasis on teaching through adult-led activities. They do not always fully support children to be engaged, challenged or to think for themselves during their play. This means children do not make consistently good progress in their learning.
- Staff interaction with the younger children is variable. As a result, activities lack good levels of challenge to excite and enthuse children in their play.
- Some staff do not use strategies that always promote children's self confidence.

It has the following strengths

- Staff have a good understanding of safeguarding procedures and how to report a concern about a child. All staff take effective action to ensure the safety of the premises. Consequently, children are safe in the nursery's care.
- Children develop positive relationships with staff and this results in children being confident learners and emotionally ready for the move to school.
- Children are supported to develop healthy lifestyles as they are offered healthy snacks, cooked meals and access to outdoor play.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan a more effective balance of adult-led and child-initiated activities so that children benefit from a combination of both experiences and follow their own interests
- improve staff's interactions with younger children, particularly their questioning skills to promote the development of younger children's critical thinking
- ensure staff acquire the necessary skills to consistently implement the behaviour management policy; this specifically refers to ensuring all staff understand how to suitably manage children's behaviour to promote children's self-esteem.

Inspection activities

- The inspector observed activities in the playrooms and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the manager's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ruth Moore

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Overall, the staff provide children with a range of activities, which they enjoy taking part in. However, staff often take the lead in activities and do not give children sufficient time to explore and discover things for themselves. For example, when children show an interest in making clocks the staff direct them instead of holding back to allow children work out how to make the clock for themselves. This restricts children's progress and independence. Staff observe and assess children's development, in order to plan for their next steps in learning. They prepare regular progress reports to share with parents and others involved in children's care and learning. Staff arrange daily opportunities for children to listen to stories, which supports their developing language and literacy skills. Older children are interested and engaged in learning and so develop the skills they need for school. However, activities do not always successfully motivate two-year-old children. This is because staff do not initiate meaningful interactions, by asking appropriate questions to extend children's learning during play.

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

Children form strong attachments to their key persons, which promotes their well-being effectively. These relationships help them to feel safe and secure, and they settle well. Children play in an inviting and well-resourced environment. Staff encourage children to say please and thank you and they learn to share and consider the feelings of others. However, some staff use strategies to manage children's behaviour that do not always promote their self-confidence. Children learn independence skills and a sense of responsibility as, for example, they look after the nursery's rabbits.

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

The manager and staff team understand their responsibility to fulfil the requirements of the Early Years Foundation Stage. Staff hold appropriate childcare qualifications. The manager ensures all staff have regular opportunities to discuss their performance and attend training to further their skills and discuss new ideas. However, the impact of this on the quality of the provision is not yet fully effective. Parents feel well informed about their children's progress, which helps to support children's learning at home and at the nursery. Staff work with other professionals to support children with special educational needs and/or disabilities. The manager encourages staff and parents to reflect and share their thoughts about the development of the nursery. In addition, the manager takes account of the advice given by her local authority development officer. These processes help to ensure that action plans are targeted to promote the improvement of the service provided.

Setting details

Unique reference number	EY386183
Local authority	Derbyshire
Inspection number	858970
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	75
Name of provider	Dr Peter & Mrs Alison Cannon Partnership
Date of previous inspection	27 May 2009
Telephone number	01246 555952

Sunnybank Day Nursery was registered in 1992. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. Three staff hold a qualification at level 4 and one has a qualification at level 5. The nursery is open Monday to Friday from 7am to 6pm, and is closed on bank holidays and during the period between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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