

# Sunnybank Nursery

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



## Inspection date

30 March 2016

Previous inspection date

26 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
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

- Managers use exceptionally robust tools to check the quality of teaching and learning in the nursery. They frequently observe staff at work; use video recording to enable staff to view and learn from their own practice, and staff observe each other regularly. The quality of teaching has improved quickly since the last inspection.
- Staff are given timely feedback on the quality of their work. They are empowered to take control of their own development. They write their own improvement plans and access carefully chosen learning and development activities to enhance and improve their skills. Managers also act quickly and decisively to address poor quality work.
- Children's development is accurately assessed. Their interests are used effectively by staff as catalysts for their learning. Children make good progress.
- Children are happy and confident; they settle well at the nursery. Children have close bonds with the staff who look after them.
- Children behave well and play safely. They know the nursery's 'golden rules', which staff use sensitively throughout the day.

### It is not yet outstanding because:

- Staff do not use opportunities that arise during children's play to extend and enhance learning, for example, by using mathematical language such as comparing size, or talking to children about the effects of exercise on their body.

## What the setting needs to do to improve further

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

- develop staff skills so that they recognise and use everyday opportunities that arise in children's play to enhance and extend learning.

### Inspection activities

- The inspector observed activities in the four nursery rooms and in the outdoor play area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation including policies and procedures.

### Inspector

Joanne Smith HMI

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Significant changes have been made at the nursery since the last inspection. A comprehensive review of the nursery has resulted in substantially improved learning environments and greatly improved adult interactions with children. Leaders and managers use a wide range of information from parents, children and other professionals, in addition to their own assessments, to review the quality of provision at the nursery. They have an accurate understanding of the strengths and areas for improvement. Development plans are sharply focused on improving teaching in areas of learning where children need to make more rapid progress, so that they catch up with children of a similar age. Government funding, such as the Early Years Pupil Premium, is used carefully to improve staff skills. It is also used to provide children with memorable experiences that have close links to their learning and development needs. Staff have a secure understanding of child protection and wider safeguarding children procedures. A clear policy and procedure is in place and understood by all adults. Safeguarding is effective.

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

There is a very secure knowledge of the areas of learning which are set out in the Early Years Foundation Stage. Coupled with a good understanding of how children learn, staff now offer children a wide range of interesting activities and experiences, in well planned environments. Staff successfully plan to meet individual's needs so that most children are working within levels typical of those expected for their age. Some areas, such as communication and language, have been targeted to improve teaching. Staff skilfully use what they have learned. For example, they listen carefully to what children say and allow children time to respond to questions. They make clear statements about what they are doing, so that children hear good quality language at their level of understanding. The improved teaching is not yet having enough impact on the progress of children who need extra help and they are not catching up with their peers quickly enough at present.

### Personal development, behaviour and welfare are good

Children are valued as individuals at the nursery. Staff take care to make sure babies' routines from home are reflected in their day at nursery. Parents contribute to the staff's all-round understanding of their child by using the home-nursery book and by adding their child's 'wow' moments to the board in the nursery. Staff plan activities to help children to understand the world around them at appropriate levels. Older children, for example, had a visit from a storyteller who told them about a Hindu god and staff used the experience to support their project on growth and decay.

### Outcomes for children are good

Children are developing a good range of skills to support them in their educational journey. As they get older and more mobile babies begin to make choices about where they want to play and what they want to play with. Toddlers are developing good social interaction skills. They play cooperatively alongside each other and occasionally become involved in each other's play. Older children are very independent and use writing tools skilfully to draw recognisable pictures and letter shapes.

## Setting details

<b>Unique reference number</b>	EY386183
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1035397
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Cannon Health and Safety Limited
<b>Date of previous inspection</b>	26 May 2015
<b>Telephone number</b>	01246 555952

Sunnybank Day Nursery was registered in 1992. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualification at level 3, one at level 2 and one at level 4. 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.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

