

Sunshine Day Nursery

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



Inspection date

6 September 2016

Previous inspection date

30 March 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider does not ensure that all new staff receive induction training to help them understand their roles and responsibilities or the policies and procedures of the setting.
- Arrangements for the monitoring of staff are not consistent. The provider does not ensure that staff access targeted professional development opportunities to improve their knowledge and understanding of how children learn. Staff do not demonstrate a good understanding of how good quality teaching promotes children's learning.
- The key-person system is inadequate. The nursery uses a large number of bank staff. These staff move frequently from room to room. They have little knowledge of the children they are working with. As a result, children's individual care and learning needs are not consistently met.
- Not all parents are well informed about how the early years foundation stage is being delivered in the nursery. They are not aware of the range and type of activities and experiences provided for children or how they can continue their learning at home.
- There is not a good balance of adult-led and child-initiated activity. Each area of learning and development is not promoted through well planned, purposeful play. As a result, children are not consistently well engaged or challenged to learn more.

It has the following strengths

- The nursery works effectively with parents and other professionals to support children who have special educational needs, enabling them to make good progress in their learning and preparing them for the move on to school.
- The nursery works with parents to support children who have English as an additional language. They use their home language alongside English to help children develop a good understanding of English.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that all staff receive induction training to help them understand their roles and responsibilities, including safeguarding procedures and child protection policies	13/09/2016
■ improve arrangements for the monitoring of staff practice and ensure that staff access professional development opportunities to improve their knowledge and understanding of how children learn	06/10/2016
■ improve the key-person system and ensure children's individual care and learning needs are consistently met	06/10/2016
■ provide parents with information about how the early years foundation stage is being delivered in the nursery, the range and type of activities and experiences provided for children and how they can share learning at home	06/10/2016
■ ensure each area of learning and development is promoted through a good balance of adult-led and child-initiated activities that take into account each child's individual learning needs and make sure they are consistently well engaged and challenged so that they make at least good progress.	06/10/2016

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 completed joint observations with senior staff.
- The inspectors held a meeting with the nursery manager and provider. They looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson and Jane Tucker

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Induction procedures for new staff are not robust. The provider does not ensure that they understand safeguarding policies and child protection procedures. This means new staff do not know the procedures to follow if they have concerns about a child or an adult. Nevertheless, the majority of staff are aware of current child protection issues. They can identify the possible signs and symptoms of abuse and demonstrate a suitable understanding of how to report and respond to safeguarding concerns. The provider now ensures that there is at least one member of staff with an appropriate paediatric first-aid qualification in the nursery at all times when children are present. All staff have received training in completing risk assessments. The provider has taken effective action to ensure the environment is safe for children and that all potential risks to children are identified and minimised. She has worked closely with staff to improve observation and assessment of children's learning. Assessments are consistent and are beginning to provide an accurate overview of each child's learning and development. However, staff are not yet using the information they gather to plan effectively and provide good quality learning experiences for children. The provider is working closely with the local authority and has developed a system for the monitoring and supervision of staff. However, this has yet to be implemented consistently to make sure that staff receive the mentoring, coaching and training they need to raise the quality of teaching.

Quality of teaching, learning and assessment is inadequate

Staff complete assessments of children's development and share them with parents. However, parents have few opportunities to discuss their children's progress. Not all parents are well informed about how children's learning is promoted or how they can help their child to achieve their next steps in learning. Parents are not supported to continue children's learning at home. Children access a suitable range of resources and make choices about their play. However, child-initiated play is not balanced effectively with adult-led learning. Activities do not take into account children's individual interests, stage of development or preferences for learning. As a result, learning experiences do not always engage them and stimulate them to learn more. Consequently, not all children are challenged to make sufficient progress in their learning. Staff promote children's communication and language skills and their interest in early literacy. They use good intonation to make stories interesting. They listen to what children say and encourage them to talk about their own first-hand experiences.

Personal development, behaviour and welfare are inadequate

There are no systems in place to ensure children have good levels of support when their key person is not present in the nursery. Bank staff who are providing cover often move between rooms. This means consistency in children's care and learning is not supported. Nevertheless, children are generally settled as they play and explore the available resources. Children develop their physical skills in the outdoor area. Staff in the pre-school rooms prepare children emotionally for their move on to school. They mirror some of the routines that children will experience in school, such as social mealtimes. Teachers from

the local schools visit the nursery to meet children and staff share information about children's care and progress.

Outcomes for children are inadequate

Not all children are making enough progress from their starting points, which means some are not prepared well enough for their learning in school. Weaknesses in the quality of teaching and assessment mean that gaps in children's learning are not being effectively narrowed. Children have opportunities to develop their mathematical skills as they count and begin to recognise shapes. They are starting to recognise and write familiar letters, promoting their early literacy skills. Children are learning about the wider world through stories and imaginative play. They learn to manage their own personal care needs in readiness for the move on to school. Most children are confident to initiate conversation with their peers and adults and lead their own play.

Setting details

Unique reference number	EY280094
Local authority	Sheffield
Inspection number	1047822
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	144
Number of children on roll	179
Name of registered person	Sheffield Teaching Hospitals NHS Trust
Registered person unique reference number	RP519458
Date of previous inspection	30 March 2016
Telephone number	0114 2268847

Sunshine Day Nursery was registered in 2004. The nursery employs 54 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 6.30am until 7pm.

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.

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