

Sunshine Day Nursery

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



Inspection date

Previous inspection date

30 January 2017

6 September 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Although leaders and managers have considerably improved training and support for staff, supervision is not rigorous enough in identifying and addressing training needs and inconsistencies in teaching practice. This means the quality of teaching is inconsistent.
- Staff in the pre-school room do not make good use of information from their observations of children. As a result, the assessment of, and planning for, children's development is not challenging or precise enough to help them make good progress.
- Staff do not plan enough activities to help children learn about other cultures and communities. Children do not have access to a wide enough range of experiences that supports their understanding of differences.

It has the following strengths

- Staff actively encourage parents to share their children's achievements in the nursery and at home. Information is regularly shared with parents, keeping them up to date with their child's progress. Parents' views and comments are positive about the nursery.
- Additional funding is used well enough to support the children who need it the most. Staff liaise effectively with parents, external agencies and professionals to make plans to narrow gaps in children's learning.
- The staff have a calm, caring approach towards the children. Children build positive relationships with the staff. Children are happy as they explore their surroundings.
- When children move to their new group room and on to school it is undertaken carefully and smoothly by the key person. This helps children settle quickly.

What the setting needs to do to improve further

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

	Due Date
■ improve staff supervision to identify and address training needs and inconsistencies in teaching practice	30/05/2017
■ ensure ongoing observation and assessment is accurate and consistently used to inform the planning of challenging activities that sharply focus on children's precise learning needs, so they make the best possible progress.	30/05/2017

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

- provide more activities and experiences to help children learn about other cultures and communities, in order to further support their understanding of differences.

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 staff qualifications and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small number of parents during the inspection and took account of their views and written comments.

Inspector

Judith Rayner and Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff supervision is not used well enough to improve the consistency of staff's teaching and to ensure their training needs are consistently met. The provider and manager are developing a generally accurate overview of the effectiveness of the nursery. They have a positive approach and desire to improve the quality of teaching. However, it is too early to demonstrate the impact this is having on improving outcomes for all children. That said, they have made some improvements since the last inspection. For example, new staff are inducted well enough to ensure they fully understand their role and responsibility to protect children. Safeguarding is effective. Risk assessments are robust. Staff deploy themselves well and supervise children closely. The manager and staff have a secure understanding of child protection procedures. Staff know the procedures to follow should they have a concern about a child in their care.

Quality of teaching, learning and assessment requires improvement

Despite the well-qualified staff team, the quality of teaching is variable. Staff who work with older children do not always effectively plan activities to fully engage and challenge children. They do not adapt activities to suit children's stages of development and interests. This means that some children do not make the best possible progress in their learning and development. For example, during a printing activity children quickly lose focus. This is because there are not enough suitable resources to support and extend their learning in their counting skills. Staff who work with the younger children are enthusiastic in their teaching. They quickly respond to children's interests and challenge them in the next steps of their learning. For example, children show an interest in shapes. Staff sit with the children and carefully guide them in naming the shapes correctly and counting how many there are. This supports younger children's mathematical development well.

Personal development, behaviour and welfare require improvement

Weaknesses in some staff's teaching mean that children do not consistently make good progress. Children are not always fully supported to learn about the wider world. That said, children of all ages demonstrate that they are happy and feel safe and secure at the nursery. Babies and young children sleep or rest according to their needs. All children routinely play and explore outdoors. This helps promote their good health. Staff encourage children to play cooperatively. All children are assigned a consistent key person who is known to the parent.

Outcomes for children require improvement

Planning and teaching are not sufficiently well focused enough on making sure that every child makes the best possible progress in their learning and development. That said, children do make some progress in their learning from their starting points. This also includes children in receipt of funding, those who speak English as an additional language and children who have special educational needs and disabilities. Younger children demonstrate suitable independence skills. They select toys and activities of their choice. Older children serve themselves with a plate, cup and cutlery at lunchtime, demonstrating some of the skills they need in preparation for school.

Setting details

Unique reference number	EY280094
Local authority	Sheffield
Inspection number	1073310
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 - 4
Total number of places	144
Number of children on roll	130
Name of registered person	Sheffield Teaching Hospitals NHS Trust
Registered person unique reference number	RP519458
Date of previous inspection	6 September 2016
Telephone number	0114 2268847

Sunshine Day Nursery was registered in 2004. The nursery employs 44 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including two 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. It supports children who speak English as an additional language and children who have special educational needs and disabilities.

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