

Sunshine Day Nursery

80 Anthony Road, Birmingham, West Midlands B8 3AA



Inspection date	17 October 2018
Previous inspection date	31 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager is committed to providing good-quality care and education for children. She considers the views of the local authority early years coordinators, staff, parents and children to continually improve the setting.
- Partnerships with parents are strong. There is an effective two-way sharing of information, which helps to ensure that children's learning and care needs are fully met.
- Children are well-mannered and display good behaviour. Staff encourage children to be polite and use words such as 'please' and 'thank you'. Children play cooperatively together and take turns with toys and resources.
- Staff place a high priority on developing children's independence and self-care skills. Children learn to do things for themselves from a young age. For example, they pour their own drinks and use dustpans and brushes to help sweep up sand.
- Staff help children learn how to lead healthy lifestyles. For example, children enjoy freshly cooked meals and have access to plenty of fresh air and exercise. Children are encouraged to follow good hygiene practices, such as washing their hands before they eat.

It is not yet outstanding because:

- Staff do not make consistent use of information from observations to plan meticulously for specific next steps in children's learning.
- Staff do not consistently challenge the older or most-able children to the highest level.

What the setting needs to do to improve further

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

- focus even more sharply on what individual children need to learn next, to help close any gaps in learning at a faster rate and to promote the best possible progress
- provide greater challenge for the older and most-able children to maximise their learning and development.

Inspection activities

- The inspector observed different activities indoors and outdoors, and assessed the impact these had on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are vigilant in their supervision of children. Daily checks and thorough risk assessments of the premises, indoors and outdoors, are used to ensure all areas that children access are safe and secure. Staff are trained in child protection procedures and have a secure knowledge of how to address any concerns about children's welfare. Staff benefit from ongoing support and training opportunities that help to build on their existing skills. The manager monitors children's progress well. She makes good use of this information to help develop the nursery's self-evaluation and to inform the action planning processes. Staff use successful strategies to engage parents in their children's learning. For example, they speak to parents daily and send activities home for parents to share with their children. Parents comment that staff are friendly and supportive and that their children make notable progress within a short time of attending.

Quality of teaching, learning and assessment is good

Staff are qualified, knowledgeable and experienced. They make regular observations and assessments of children's learning and provide activities that help to motivate children to learn. For example, staff help older babies to listen to different sounds as they experiment with a variety of musical instruments. Staff help children to develop their small-muscle movements by providing resources, such as dough. Children use tools, such as rolling pins and cutters, with increasing control. Staff support children's communication and language skills well. They model words, introduce narratives into play and use gestures alongside words to support children who are not yet speaking. Staff subtly weave mathematical language into children's play. For example, they count the numbers of bricks children build and use language of size and quantity as children play with sand or water.

Personal development, behaviour and welfare are good

Staff have warm, positive relationships with children. They encourage parents to bring their children for visits to the nursery before they start. This helps children to settle from the outset. Staff provide ongoing support for children's personal, social and emotional development. For instance, they encourage older children to greet their friends, staff and visitors by name at the start of a session. Staff consistently praise and celebrate children's achievements, which helps to boost children's confidence and self-esteem. They promote children's physical skills well. For example, they help older children learn how to coordinate their bodies to balance as they walk along plastic structures they build outside.

Outcomes for children are good

Children develop good levels of confidence, helping them to communicate effectively with their friends and staff. Their early writing skills are emerging as they use a variety of media to draw and write, indoors and outside. Children are gaining the key skills they need to support their future learning and the move on to school. All children, including those children who speak English as an additional language and children who have special educational needs, make good progress from their starting points.

Setting details

Unique reference number	EY297932
Local authority	Birmingham
Inspection number	10061583
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	57
Number of children on roll	71
Name of registered person	Birmingham City Council
Registered person unique reference number	RP526959
Date of previous inspection	31 July 2015
Telephone number	0121 675 7254

Sunshine Nursery registered in 2006. The nursery employs seven permanent members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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