

Sunshine Daycare

Highfield Academy, Fordfield Road, Ford Estate, Sunderland SR4 0DA



Inspection date	5 June 2019
Previous inspection date	2 October 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has not notified Ofsted of a change in the name or registered number of the company.
- The provider does not ensure that staff for whom suitability checks have not been completed do not work unsupervised with children. This puts children at risk of harm.
- Healthcare plans for children with additional medical needs are not always shared with relevant staff. As a result, they do not have the information and training they need to respond quickly and manage a medical emergency. This compromises children's safety.
- Parents do have many opportunities to discuss their children's learning and progress with key persons.

It has the following strengths

- Managers have a good understanding of the strengths and areas to improve in teaching practice. Skilled staff deliver high-quality learning experiences that help children to make good progress in all areas of learning and development. Gaps in attainment narrow quickly.
- Managers use extra funding well to raise outcomes for children. Children's physical development and their confidence in accessing physical play equipment have improved dramatically. For example, children can roll forwards down a hill, and they can dress and undress themselves easily during exercise sessions. They begin to understand the effect exercise has on their bodies.
- Staff provide a stimulating environment for toddlers and fully promote investigation. A climbing frame is turned into a beach hut, using sensory materials to make a grass roof. Children show wonder as they run their fingers through it. They enjoy the sensory experiences of exploring damp sand, seaweed and 'gloop'.
- Children enjoy the 'beach'. Staff encourage them to work together to build sandcastles. They enjoy acting out their holidays. Children invite other children into their play and decide on roles, for example who will serve ice creams.

What the setting needs to do to improve further

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

	Due date
ensure staff for whom suitability checks have not been completed are not permitted to work unsupervised with children	04/07/2019
ensure healthcare plans for children with additional medical needs are shared with relevant staff and they have the information and training they need to respond quickly and manage a medical emergency.	04/07/2019

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

- provide parents with more opportunities to discuss their children's progress with their key person.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She spoke to the local authority childcare support officer and the headteacher from Highfield Academy.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of leadership and management is inadequate

The provider has not notified Ofsted that there has been a change to the registered company. They allow staff for whom suitability checks have not been completed to work unsupervised with children. The provider does not ensure that relevant staff are informed about children's additional medical needs. This compromises children's health and safety. Despite this, staff have a secure understanding of the signs that indicate a child might be at risk from harm or abuse, and wider protection issues. They know the procedures to follow if they have concerns about a child's welfare. Managers are proactive in seeking support from other professionals when children need additional support to make progress in learning and development. As a result, gaps in attainment soon close.

Quality of teaching, learning and assessment is good

Staff's assessments of children's development are accurate. All staff know children's age, stage of development, interests and next steps. They support children very well throughout their play. Children engage well. They are stimulated and motivated to learn more. Staff use facial expressions highly successfully to promote understanding of emotion, such as excitement and surprise. They encourage children to think about feeling sad and what happens if someone is not kind. Staff fully promote interactions from children and respond well to them. Staff's passion and enthusiasm make activities lively and interesting. They introduce children to rhythms in language and new words to extend their vocabulary, such as 'commotion in the ocean'.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's safety and welfare are not assured. In contrast, staff's support for children's transition into school is exceptional. Children in the nursery visit school on a regular basis to get used to the teachers and the environment. A programme of focused activities ensures children fully understand what to expect and are emotionally prepared. They have many opportunities to share their worries and talk about how they feel. Relationships between children, and between staff and children, are strong. This helps children to settle easily and they soon grow in confidence. Staff are good role models. They fully promote teamwork and helping each other. They give children visual and sound clues when it is time to tidy up. This supports children who struggle to communicate or to follow verbal instructions. Routines reflect those children will experience in school and promote their sense of responsibility to complete tasks. Children are well behaved.

Outcomes for children are good

All children make good progress from their starting points, including those with special educational needs and/or disabilities (SEND). They are confident, have strong social skills and are keen to learn more. Children develop mathematical skills well. They use weighing scales to explore weight and measure. They count to higher numbers throughout their play. Children develop early writing skills. They use small and large tools to create shapes that help them to later form letters. Children attain a wide range of skills that prepare them for their future learning.

Setting details

Unique reference number	EY349466
Local authority	Sunderland
Inspection number	10069814
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	48
Number of children on roll	42
Name of registered person	Pennywell Neighbourhood Centre Committee
Registered person unique reference number	RP518746
Date of previous inspection	2 October 2014
Telephone number	0191 553 7655

Sunshine Daycare registered in 2007. It operates from Highfield Academy in Sunderland. The nursery is open Monday to Friday from 8am to 5pm, for 50 weeks of the year. The nursery supports children with SEND. There are seven members of staff. All staff hold a relevant level 3 qualification and the manager has early years professional status.

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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