

Inspection of Sunnybank Nursery

6 Church Lane, Horsforth, Leeds LS18 5LA

Inspection date: 28 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff create a nurturing, homely environment where children enter happily because of excellent settling-in arrangements. Children and babies have strong emotional attachments to the kind and caring staff, helping them to feel safe and secure. Staff kept in close contact with families during the COVID-19 (coronavirus) national lockdowns. For example, they shared activity ideas and online videos of them singing and reading stories. They also asked parents to share children's achievements, in order to suggest what they could help children to learn next. Consequently, children continued to make progress and returned with ease. When children returned, staff focused strongly on supporting children's social skills, their independence and on settling them back into the nursery routine. The success of this is clearly evident across the nursery.

Children behave well and enjoy helping with tasks. They competently use cutlery and readily express their feelings and emotions, for example, through puppets. Children in the pre-school room form close friendships and delight in sharing ideas and solving problems together. For example, they work out how to carefully balance guttering at the right angle, to enable transport toys to whizz down. Children aged two excitedly observe and explore sensory materials, such as paint, while making marks using their large- and small-muscle skills.

What does the early years setting do well and what does it need to do better?

- Staff gather extensive information about children on entry, including their development level. They generally build on this well through continuous observation, assessment and planning of an effective curriculum. They promptly identify and address early development delay. However, staff do not optimise use of the baby room's learning environments when planning for what they want children to learn. Consequently, older toddlers, in particular, aren't always challenged, engaged and motivated to the highest level.
- Although parents are not yet coming into the nursery, strong partnerships remain. There is extensive two-way communication, both electronically and through friendly conversations outside the entrance, between parents and the children's key person. Parent feedback is highly complimentary. They comment on the caring nature of all the staff, their children's progress and how their children are always coming home with impressive new knowledge and words.
- Staff, especially those more qualified and experienced, interact well with children to build on their learning. For example, staff model building and counting the tower of blocks in the construction area with younger children. Staff explain the difference between a carnivore and a herbivore as older children play with dinosaurs. However, staff do not always adapt their questioning when younger and older children are engaging in activities together, to optimise their learning.

- Staff promote children's physical development effectively, creating a strong foundation for children's early writing skills. Older children play skittles and climb in and out of the stack of tyres. They competently use scissors and enjoy drawing pictures related to their interests, such as dinosaurs. Babies tentatively take steps using walking aids and younger children handle cutlery and resources very well.
- Staff build on children's language and love of stories and songs, which supports children's future reading skills. Senior staff in the baby room model language well during care routines and activities with babies and toddlers. Toddlers delight in copying words and actions during music time. Parents borrow children's favourite books to share at home. Older children learn about the components of a book and make up their own stories together.
- Staff celebrate children's achievements at home and at nursery. For example, they use initiatives such as 'awe, wonder and wow' photograph display boards. This not only fosters children's self-esteem and confidence, but helps children to remember what they have learned through revisiting photographs.
- Children going to school in September 2021 show great independence. They put on shoes and coats, toilet themselves and competently use cutlery when eating the home-made spaghetti bolognese.
- The provider and management team continually reflect on practice. They continue to embed systems for monitoring staff and supporting their professional development. For example, management video staff, offer feedback on their teaching and provide further training opportunities.
- Staff help children to learn about difference effectively. For example, children celebrate the 'country of the week' through activities and tasting multicultural foods.

Safeguarding

The arrangements for safeguarding are effective.

Staff implement robust risk assessments to help children stay safe. As part of this, there are rigorous procedures to minimise the risk of COVID-19. This includes being involved in a pilot COVID-19 audit. The management team continually reinforce staffs' strong knowledge of child protection issues. Staff attend regular refresher training, answer daily on-the-spot questions and complete quizzes. Furthermore, the management team have completed a safeguarding audit to moderate their practice against. Staff closely supervise babies taking their first steps, to minimise accidents. They demonstrate further effective safety practices, such as ensuring that food is appropriately cooled before giving this to babies and toddlers.

What does the setting need to do to improve?

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

- further develop planning for the baby room's learning environments, to provide greater levels of challenge for the older toddlers and promote their engagement and focus on learning to the highest level
- support staff to adapt their questioning techniques when different age groups are taking part in activities together, to optimise children's learning.

Setting details

Unique reference number	EY558116
Local authority	Leeds
Inspection number	10190145
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	37
Number of children on roll	43
Name of registered person	Sunnybank Nursery Ltd
Registered person unique reference number	RP558115
Telephone number	0113 258 0350
Date of previous inspection	Not applicable

Information about this early years setting

Sunnybank Nursery re-registered in 2018 due to a change of ownership. The nursery employs 13 members of childcare staff, all of whom, except for one, hold appropriate early years qualifications; two are at level 2, eight are at level 3, one is at level 4 and one is at level 6. The nursery opens Monday to Friday, from 7.30am until 5.30pm, all year round, excluding bank holidays and the week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The nursery manager and the inspector carried out a learning walk. The inspector held discussions with the nursery manager to understand how they organise the early years provision and the curriculum.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with staff, children and parents. She also observed written feedback from parents.
- A joint observation was carried out by the inspector and the nursery manager.
- The inspector held a meeting with the nursery manager and the deputy manager. She looked at various documents, including those related to the suitability and qualifications of staff. The manager showed further evidence of the curriculum via their online learning portal.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021