

# Inspection of Sunshine Day Nursery And Out Of School Club

Sunshine Childrens Centre, Burgh Le Marsh Library, High Street, Burgh Le Marsh,  
Skegness, Lincolnshire PE24 5JS

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Inspection date: 6 July 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the nursery happy and smiling and settle straight away. They are eager to play with a rich variety of exciting resources that keep them motivated and interested in learning. Children demonstrate feelings of safety and security when they wake up as staff beam at them, it is clear staff genuinely care for the children.

Children have curious minds about nature and the world around them. For instance, they discover a nest in the nature area. Staff support children to look online to find out which bird made this nest. They extend this curiosity by providing activities to make nests out of dough, feathers, and other items.

Children benefit from staff working with inclusion services to access any extra support needed. The manager and staff have high expectations for what children can achieve. This includes children with special educational needs and/or disabilities (SEND) and those who receive additional funding. For example, when children sit and listen to a story for the first time, staff are excited to share this with visitors.

Children behave well, they wait their turn on climbing equipment. Children enjoy being physically active. They show good balance and control when on the climbing frame. Staff offer praise and encouragement when children persevere, they comment, 'I know that was tricky but you did it.' This helps to raise children's self-esteem.

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

- The manager leads the nursery well. She provides high-quality care and learning for all children. Since the COVID-19 (coronavirus) pandemic, the manager is mindful that staff may have felt isolated in their 'bubbles'. She created an innovative way for them to communicate via a fake child profile on the online system. This meant staff could share thoughts and ideas. However, the manager has identified that tools for monitoring staff performance that help to enhance the quality of their teaching practice need to be re-established.
- The nursery has served the community for many years. Generations of children have attended the setting. Many staff have worked in the nursery for years, this helps to support continuity for the families that attend.
- Staff involve themselves well in children's play and most children are keen to engage with them. However, occasionally, in the Dragonfly Room, staff allow some more confident children to dominate the play. As a result, some less confident children benefit slightly less from the good adult interactions.
- Staff provide children with opportunities to engage with adults beyond those

they meet daily. For example, they have lessons with the music man and practice yoga with an instructor. This helps to broaden children's horizons beyond those they may not have.

- The quality of support for children with SEND is extremely good. The nursery goes above and beyond to ensure children with SEND can have a placement before transitioning to school. The manager liaises with link schools to help ensure a smooth transition into school for the children.
- The manager and staff identify children's needs and use additional funding thoughtfully. One example of this is offering children extra days in the nursery and providing them with a hot meal daily. This contributes to children's social skills and healthy living.
- Staff support children to have a love of books and sharing stories. Whether that be reading together in the cosy corner or listening to a story in a whole group. Toddlers squeal with sheer delight as staff read books animatedly and with great enthusiasm. This contributes to children's developing literacy skills.
- Parents hold the nursery in high regard, they go out of their way to share their experiences. They make comments, such as 'I trust them implicitly' and 'we are over the moon'. Parents appreciate the ways in which staff keep them updated on their children's learning and development.
- The curriculum offers a rich programme of fun and interesting learning opportunities. Staff plan an exciting range of activities based on what they know children enjoy doing. Babies use their senses to explore fruit frozen in ice. Pre-school children investigate and crack open pretend dinosaur eggs, this contributes to their hand-to-eye coordination.
- Staff promote good behaviour. They use positive reminders to support children to understand what is expected of them, such as 'feet on the floor'. Children respond well to the nursery system of, if you are good, you are on the rainbow, and if you make staff sad you may be on the cloud.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have access to regular training to keep them informed and up to date about how to keep children safe. They know the signs to be aware of to protect children at risk of harm and understand all safeguarding matters. Staff know what to do if they are concerned about a child and how to refer to other agencies. The manager works closely with other professionals to ensure children's welfare is safeguarded. Additionally, staff know the procedures to follow if they have concerns about a member of staff. Safeguarding records, including Disclosure and Barring Service checks for all staff, are well maintained and up to date.

## What does the setting need to do to improve?

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

- strengthen the arrangements for monitoring staff and help to provide consistently high levels of practice
- support staff in the Dragonfly Room to strengthen their interactions with children to recognise those who may lack confidence to join in when others are dominating.

## Setting details

<b>Unique reference number</b>	EY561556
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10194168
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	85
<b>Number of children on roll</b>	134
<b>Name of registered person</b>	Sunshine Children's Centre CIO
<b>Registered person unique reference number</b>	RP561555
<b>Telephone number</b>	01754811878
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sunshine Day Nursery And Out Of School Club re-registered in 2018. The provision is in Burgh Le Marsh, Lincolnshire. The nursery opens from Monday to Friday all year round. Nursery sessions are from 8am to 5.15pm. The out of school provision closes at 5.45pm. The nursery employs 26 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 and above, including two with a level 6 Early Years degree and the manager holds early years teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sharon Alleary

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector throughout the inspection
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the provision.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

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.

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