

Inspection of Little Rays of Sunshine Daycare

6 Oxford Road, Hartlepool, Durham TS25 5SR

Inspection date: 23 July 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

The new leadership team effectively supports staff and families. Staff welcome new children into their 'nursery family' and there is a nurturing, warm atmosphere where all parents and carers are valued. Children show they feel secure and happy there. They build self-confidence, resilience and have close relationships with staff, who care deeply for their well-being. Staff encourage children to develop good social skills and consistently model good manners. Children's behaviour is very positive. They follow rules for sharing and understand how to stay safe.

Staff focus on helping children develop secure foundations for future learning. Overall, they have high expectations for every child. 'Staff Promises' are made to children each term to broaden their real-life experiences, such as a trip to the seaside or farm. This helps children to become part of the community and learn about the wider world. Despite the COVID-19 (coronavirus) pandemic, children are beginning to close gaps in learning, particularly in their physical development and their communication and language skills. Children with special educational needs and/or disabilities are supported effectively and staff are building new partnerships within the local authority. Partnerships with parents are very positive. Due to the pandemic, staff have made changes to the drop off and collection procedures. Parents receive written communication about their child's day, including any meals, nappy changes, activities and sleep. This helps to maintain consistency for children.

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

- Staff are dedicated and passionate about their work with children. They are supported exceptionally well by the new provider, who is also the nursery manager. Staff have access to a range of professional development opportunities, which have a positive impact on their understanding of how children learn and how they can help them. The leadership team and staff have worked extremely hard in partnership with the local authority to drive improvements forward and strive for excellence.
- Gaps in children's learning are closing and staff quickly identify where support is needed. Staff consistently model new words to children of all ages to help increase their vocabulary. Babies and young children begin to develop their understanding when staff repeat words and actions as they roll the ball to each other through the tunnel. They offer praise to children as they attempt to put two words together. Older children are sensitively supported to pronounce words clearly and use sentences to describe the things they might take to the seaside.
- Staff use their knowledge of children's individual development to provide challenges and plan activities. Older children show enjoyment and enthusiasm as they prod their fingers into dough to 'warm their hands up'. They talk excitedly about how they can use a 'tripod grip' to write their name and understand why

they are doing this. However, some materials are not readily available to children when they play independently. This means they cannot practise or further develop their new emerging skills while they play imaginatively.

- Children have plenty of opportunities to enjoy physical play and be outdoors. They show a good understanding of their own safety and tell staff why they need sun cream on and how to walk down the stairs safely using the handrail. Children sit together at snack times and enjoy fresh milk, water and melon. They automatically follow good hygiene practices, such as handwashing before they help to set the table.
- Babies and young children show high levels of curiosity and excitement as they move around the nursery. They thoroughly enjoy choosing where they would like to play and learn, and try experiences on offer. For example, toddlers move from the sand, to the water, to painting and then to biscuit decorating. Staff enthusiastically encourage them to join in. However, some experiences are too focused on staff's ideas and do not allow for children's own creativity. For example, staff would like children to paint a wheel for the display board and only offer black paint.
- All staff know children extremely well. Key people recognise subtle signs when babies are tired and offer them their personal comfort items and a quiet place to rest. This is highly effective and promotes positive emotional well-being. Parents provide positive feedback and say staff meet their children's specific care needs exceptionally well. For example, they attend shared meetings with hospital consultants and other professionals who work with children.

Safeguarding

The arrangements for safeguarding are effective.

The new provider has worked exceptionally hard to ensure children's safety is a priority in the nursery. Staff attend regular safeguarding training to help them identify concerns and know what to do next to keep children safe. They demonstrate confidence during discussions about wider safeguarding concerns, including the potential signs of female genital mutilation. The manager follows safer recruitment procedures to help verify staff's suitability to work with children. Staff continue to follow specific risk assessments in relation to COVID-19 to help keep children and families safe. Staff update their first-aid training regularly.

What does the setting need to do to improve?

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

- provide ways for older children to practice and further develop their new skills during their independent play
- enable young children to express themselves creatively and develop their own ideas during planned activities.

Setting details

Unique reference number	2504104
Local authority	Hartlepool Borough
Inspection number	10202145
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 at time of inspection	0 to 5
Total number of places	45
Number of children on roll	83
Name of registered person	Little Rays of Sunshine Daycare Ltd
Registered person unique reference number	2504103
Telephone number	07514106899
Date of previous inspection	Not applicable

Information about this early years setting

Little Rays of Sunshine Daycare registered in 2019 and has since changed ownership in 2020. It is situated in Hartlepool. The nursery employs 13 members of staff, the majority of whom hold early years qualifications at level 3 or above, including the manager who is a qualified teacher. The nursery opens all year round, Monday to Friday from 7.30am until 5.30pm, excluding bank holidays and two weeks at Christmas. The nursery offers funded early education places for two-, three- and four-year old children. Children with special educational needs and/or disabilities attend.

Information about this inspection

Inspector

Michelle Lorains

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 provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She discussed children's learning and development with the staff team and nursery manager.
- The inspector held a discussion with the manager and deputy manager, in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- A joint observation was completed by the inspector and nursery manager during an indoor activity with older children.
- The inspector spoke to parents over the telephone on the day of inspection to obtain feedback. The early years officer from the local authority provided additional written feedback for the inspection.

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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