

Inspection of Sunnyfields Day Nursery

19 Bromley Grove, Shortlands, Bromley, Kent BR2 0LP

Inspection date: 31 August 2021

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Leaders and staff have not fully considered or minimised some risks in the environment. Leaders do take immediate action to address some issues once highlighted. However, where some risks have been identified, for example, in the garden, they are not minimised in a timely way. This compromises children's safety.

Children arrive eager to play and are greeted warmly and enthusiastically by the staff. Parents comment that staff are 'loving, gentle and supportive'. They have noticed their children are 'growing in confidence' and learning to concentrate. Children are happy and learn to behave well. Older children collect 'bumble bees' when they recognise their own positive behaviour. For example, when helping a friend or being kind. Children learn to take themselves to the 'calming corners' when they need space on their own. They delight in cuddling up with the staff when reading stories. Care practices are used as an opportunity to nurture children's emotional well-being. For example, babies enjoy singing with staff while having their nappy changed. There are secure arrangements in place to support children with special educational needs and/or disabilities. The staff work closely with parents to provide targeted support when gaps in learning or development are identified. Children are learning the skills needed for the next stage in their development. For example, they develop good independence skills. Older children put on their own shoes and manage their own personal hygiene. Younger children make choices in their play and their toileting skills are developing well.

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

- Risk assessments are not effective, as not all risks are identified by staff. For example, a tall shelving unit in the baby sleep area housing large boxes is unstable. Similarly, staff did not recognise the risk of choking posed by a play resource presented in the toddler room. Where risks have been identified, they are not always minimised in a timely way. For example, the risk of falling from the small wall in the garden.
- The leaders are able to evaluate the quality of education provided by staff effectively. Action plans are completed to make continuous improvements. Although leaders have failed to identify a breach of the safeguarding requirements, they are proactive. They immediately consider how to improve upon practice, make the environment safe and move forward.
- The staff know children well. They observe where children are in their learning and what they need to learn next. Staff tailor the curriculum and their practice to meet individual needs. The programme of activities delivered gives all children, including the most disadvantaged, the experiences and skills they need for future learning. There are photographs displayed for children to see themselves,

their key people and their families, instilling a sense of belonging.

- Staff use a number of successful strategies to promote language and communication. Babies are beginning to understand the sign language staff use along with the words. Older children are learning the vocabulary to communicate their feelings through pictures and words. This helps to build their confidence and communication skills.
- Staff have developed strong partnerships with parents. Parents are well informed about their children's progress and work with staff on key aspects of their child's development. Parents are happy with the nursery and comment that their children settle well. They observe that their children's social skills and language development are well supported.
- Children have meaningful experiences to understand the world. For example, they learn about growing herbs and vegetables in their vegetable plot and eat the produce they grow. Staff ensure that children have a healthy diet, and have won an award for providing nutritious, sustainable meals. Children learn to take care of their African snails and delight at discovering baby snails.
- Children use their imagination well and learn to cooperate. For example, collecting leaves together to put on the back of their 'refuse truck'. Each child has a 'job'; one puts on his high-visibility jacket to drive the truck and one puts out cones to 'stop people being run over'. Children collect mud and water to make 'cakes' in the outdoor kitchen.
- Leaders have regular meetings with staff to provide effective ongoing supervision. This includes supporting staff well-being. Targeted training has aided improvements in teaching. For example, staff understand how to promote mathematical language in everyday conversation to consolidate children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

Risks that children are exposed to are not always identified, and if they are identified, they are not always minimised promptly. This has a significant impact on children's safety. Leaders follow a robust recruitment process to ensure that individuals working with children are suitable to do so. Staff have a good understanding of what to do if they are concerned about a child's welfare. Most staff have a good knowledge of wider child protection issues. The management team makes sure staff keep all mandatory training up to date, such as first aid and safeguarding.

What does the setting need to do to improve?

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

	Due date
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<p>improve risk assessments so that all risks to children's safety are identified. Ensure action is taken to remove or minimise risks and hazards immediately, with particular regard to the baby room sleep area and garden.</p>	<p>07/09/2021</p>
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Setting details

Unique reference number	137250
Local authority	Bromley
Inspection number	10205409
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 4
Total number of places	45
Number of children on roll	66
Name of registered person	Sunnyfields Day Nurseries Limited
Registered person unique reference number	RP905733
Telephone number	020 8313 9191
Date of previous inspection	26 January 2017

Information about this early years setting

Sunnyfields Day Nursery opened in 1998. It is one of three nurseries registered to Sunnyfields Day Nurseries Limited. The nursery receives funding for the provision of free early education for children aged two, three and four years. It opens each weekday between 8am and 6pm for 51 weeks a year. There are 12 staff working with the children, nine of whom hold a recognised early years qualification. The provider and the company early years foundation stage quality adviser hold early years professional status.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- This was the first routine inspection the provider 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.
- A joint observation was completed with the nursery manager.
- The nursery manager and the inspector completed a learning walk together.
- The inspector spoke with parents during the inspection and took into account their views.
- The inspector observed children engaged in activities and staff interaction.
- The inspector held discussions with staff and looked at relevant documents.

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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