

Inspection of Sunny Days Nursery (Birth - 5 Years)

Ridgeway Primary School, Grange Road, Burntwood WS7 4TU

Inspection date: 21 October 2021

Overall effectiveness	Good
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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

Children settle quickly into the routines of the nursery. They receive a warm welcome from the professional and friendly staff. Children and babies develop close attachments to their key person and other staff in their rooms. As a result, they feel safe and secure. Staff know the children well and are nurturing and attentive to their individual needs. Children are enthusiastic to learn and keen to explore their surroundings. The nursery is well resourced to incorporate learning opportunities which cover all areas of learning. Children learn through an effective balance of child-initiated play and adult-led activities which capture their curiosity. Children make good progress from their starting points.

Children and babies enjoy a range of messy play activities. They learn to use their senses and explore the different textures and colours. Children have fun using their imagination. They develop empathy as they carefully handle dolls and wrap them in blankets. Children develop an understanding of diversity and the wider world through activities, resources and conversations. Children are respectful of staff and each other. They have opportunities to learn about different emotions, which helps children to manage their feelings and behaviours. Children's behaviour is good. They play cooperatively with their friends and learn to share and use their manners with gentle reminders from staff.

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

- Children's communication and language skills are fostered well. Staff are skilful at extending children's learning as they play. They engage children in meaningful conversations and value what they say. However, on occasions, staff do not give children enough time to respond to questions and express their ideas before moving the conversation in another direction.
- Staff encourage babies to repeat new words and join in with familiar nursery rhymes. Babies excitedly clap their hands together, expressing their enjoyment as staff sing to them. Staff support children to develop a love of books and to learn literacy skills. Children listen intently as staff enthusiastically read to them. Children look at the pictures in the story and describe what they see.
- Staff support children's independence skills well. Babies learn to feed themselves at mealtimes, developing their hand-to-eye coordination. Older children use safety knives carefully to cut up different vegetables. Staff teach children the importance of developing a healthy lifestyle. They talk to children about healthy foods and the importance of handwashing.
- Children and babies have opportunities to develop their physical skills, both indoors and outdoors, during the day. Children benefit from weekly forest school sessions and learn about the natural world. Children have opportunities to express their creativity through arts and crafts activities. For example, children

enjoy vegetable printing using paints.

- Children and babies become absorbed in their chosen activities. However, staff are not always aware of how the environment within the baby room and the pre-school room can hinder the delivery of their intended curriculum. At times, the floor space can become cluttered with toys and resources. This limits the free space for babies to practise their early walking skills and older children to extend their independence by learning to tidy away resources they are no longer using.
- The managers are passionate and dedicated to the success of the nursery. They place a high priority on staff well-being and, as a result, staff feel valued and enjoy working at the nursery. Leaders monitor the quality of teaching and learning effectively, and provide staff with any additional training and coaching they require.
- Before new children start at the nursery, staff gather key information about children's individual needs and their existing skills and abilities. During the COVID-19 pandemic, the management team remained in contact with those families whose children did not attend, which has helped staff to continue to build on what children now know and can do on their return. Staff use all of this information effectively to plan activities and support the next steps in children's learning.
- Parent partnerships are strong. The nursery has an online system to provide parents with details of the care their child receives and the progress they are making. Parents speak very highly of the nursery. They say staff are polite and personable, and they feel confident in the knowledge their children are safe and cared for.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff are aware of their responsibilities to keep children safe. They have a clear understanding of signs and symptoms that may indicate a child is at risk of abuse and/or neglect. Staff are mindful of the 'Prevent' duty, including the risk of children and their families being drawn into extremism. The managers have completed safer recruitment training. They check the suitability of new staff and the ongoing suitability of existing staff. Staff carry out daily risk assessments of all areas used by the children. They are qualified in paediatric first aid and food hygiene. This helps to ensure children's safety is paramount.

What does the setting need to do to improve?

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

- allow children the time to answer questions and to express their ideas before moving the conversation in another direction

- support staff to reflect on the organisation of the environment within certain rooms to help them implement the curriculum and the intentions for children's learning at the highest level.

Setting details

Unique reference number	EY545914
Local authority	Staffordshire
Inspection number	10190058
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	0 to 4
Total number of places	82
Number of children on roll	64
Name of registered person	Ridgeway Primary School Governing Body
Registered person unique reference number	RP545913
Telephone number	01543 227165
Date of previous inspection	Not applicable

Information about this early years setting

The Sunny Days Nursery (Birth - 5 Years) is located in Burntwood. The nursery employs 23 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 4, level 3 and level 2. Furthermore, one member of staff holds a relevant level 5 and one member of staff has qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The management team and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked evidence of the suitability of the staff working in the nursery.

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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