

Inspection of The Sunshine Nursery

Dene House Sure Start Children's Centre, Manor Way, Peterlee, County Durham
SR8 5RL

Inspection date: 11 November 2021

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this inclusive and exciting setting. They are provided with an ambitious curriculum that specifically targets their individual needs and abilities. This is demonstrated through children's exceptional confidence and independence. Children immerse themselves into imaginary role play games and have excellent social skills. They book appointments at their pretend hair salon. Children use pens to write notes, before sitting their clients in their hairdressing chair and asking their friends how they want their hair styled. They select from an extensive range of resources and use rollers, hairdryers and shampoo bottles. Children proudly show off their new style to staff who provide an abundance of compliments. Staff encourage children to view their new styles in a mirror and show children how special and unique they are. This helps children to develop high levels of self-esteem.

Children, including those with special educational needs and/or disabilities, are deeply engaged in their play. They show fascination and wonder as they explore a variety of sensory materials. Leaders use additional funding to provide an individualised approach to children's learning, including arranging exciting physical education sessions. Children use their bodies in a variety of ways, including moving around like animals. Leaders and staff have implemented these sessions due to observations of children returning to the setting following COVID-19 restrictions with lower than expected development levels.

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

- Leaders and staff place a strong emphasis on the importance of communication and language development in early years. They create exciting, focused sessions for small groups of children who benefit greatly. Children develop excellent listening and attention skills. Staff take their time to encourage children to think about answers to questions and support children to develop their pronunciation of words.
- Children have superb opportunities to learn about their local community. Staff build on children's love of books, songs and rhymes. They bring stories to life, for instance by arranging for children to visit a nearby museum café. They provide afternoon tea sessions where children are served water and juice from tea pots and share sandwiches. Children talk about the character in the storybook who visits others for their tea.
- A key strength of the setting is their relationship with parents and carers. Leaders and staff provide activity resources and packs for parents to help continue their children's learning at home. During COVID-19 restrictions, staff also provided video link activity ideas. Since then, staff have created a library session for parents and children to take books home and share their favourite

stories together.

- Leaders offer excellent opportunities to build on staff's skills and offer extensive support for their well-being. Staff receive extensive training and research sessions. For instance, staff become 'champions' in their field of study, including physical development and communication and language skills for children.
- All children benefit from the support of highly skilled staff who nurture them and deliver first-rate care and education. Staff promote children's awareness of their uniqueness and how they are different from others. Children have excellent opportunities to learn about other cultures and traditions. For example, they learn about traditional dress and the different types of houses other people live in. In addition, children are provided with positive imagery of other people and learn about the different make up of families, including parents who are separated.
- Children are extremely well prepared for their eventual move to school. Leaders and staff invite parents into the nursery garden to celebrate children's end of year review. They share anecdotes and happy memories of their child's journey at the setting. Leaders and staff work closely with other early years settings and schools where children attend. This helps to provide a consistent approach to children's learning.
- Children show high levels of enthusiasm for outdoor learning. Babies and young children straddle logs in the garden and use pretend steering wheels. Staff cheerfully comment on children's pretend bus journey. Older children draw around their feet with chalks. They compare sizes and take giant steps between each one. This helps to promote children's physical skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate an extensive understanding of child protection issues. They complete suitable learning and recognise the wide variety of safeguarding matters. They are highly vigilant and work closely with other professionals to help identify and manage any concerns in relation to the welfare of a child. Leaders have implemented effective policies and procedures, and through robust monitoring systems, they ensure staff follow these at all times. Staff are aware of the impact of domestic violence and concerns in relation to marks on non-mobile babies. They monitor children's attendance and understand the procedure to follow in the event of a concern that a child or family may be exposed to extreme views or behaviours.

Setting details

Unique reference number	EY345360
Local authority	Durham
Inspection number	10209710
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	62
Number of children on roll	80
Name of registered person	Katherine Hardman & Anne Arrowsmith Partnership
Registered person unique reference number	RP909680
Telephone number	0191 5864752
Date of previous inspection	10 March 2017

Information about this early years setting

The Sunshine Nursery registered in 2003. The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for one week between Christmas and New Year and bank holidays. Sessions are from 8:00am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the nursery manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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