

Inspection of Sunshine Day Nursery

9 Heathfield Road, Croydon, Surrey CR0 1EY

Inspection date: 8 December 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

Children are happy and interact well with their peers and staff. They show that they feel safe and secure in the setting. Children have close attachments with their key person and enjoy cuddles with them. Children's emotional well-being is supported successfully. Children have regular opportunities for physical play. Indoors, babies test and improve their crawling and early walking skills with increasing confidence. Outdoors, older children exercise their big muscles as they run and climb on play equipment.

Children who speak English as an additional language are supported well. They have easy access to multilingual books and resources. Different languages, such as Spanish, are offered to children from an early age. Children gain a good understanding of similarities and differences between people. Staff have high expectations for children's learning and development. They praise children's efforts, such as when they have worked hard to achieve a goal or answer a question. This raises children's levels of self-esteem. Children learn to negotiate and share toys with their peers. They hear and use polite words, such as 'please' and 'thank you'. Children have good manners.

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

- The management team is passionate and committed to improving the quality of the early years setting. They actively evaluate their work and develop the environment for children. For example, staff have made changes to the play areas for babies and pre-school children, which has significantly enhanced their learning experiences.
- Staff state that they receive good support from the management team. They benefit well from regular supervision and professional development. For instance, following training, staff have increased their confidence in promoting children's language skills. Overall, this has had a positive impact on improving children's speech.
- Staff provide children with a rich and ambitious curriculum. For example, they use their accurate observations and assessments of what children like and can do to plan activities to increase pre-school children's interests in letters and sounds. Children enjoy repeating familiar gestures and words. They also have plenty of opportunities to explore books throughout the day, developing their love of reading.
- Children, including those who require additional support, make good progress from their various starting points in learning. For example, children gain good levels of communication and language skills. They build on and extend their vocabulary through songs and listening to stories. However, on some occasions, such as during group activities, staff working in pre-school do not involve quieter

and less-confident children as much as possible. This does not fully engage all children in activities.

- Overall, parents are happy with the service. They feel that their children are safeguarded and well cared for in the setting. However, at times, staff do not inform some parents about their children's development. This is not highly effective in promoting a consistent approach to children's learning.
- Staff have a high regard to children's health and safety. They follow strict hygiene procedures and ensure that resources are cleaned throughout the day. Handwashing procedures are embedded effectively into the daily routines. Children learn to protect their health and prevent cross-infection.
- Staff provide plenty of opportunities to develop children's independence skills from an early age. For example, babies learn to feed themselves and older children manage their own self-care needs, including toileting.
- There is a range of interesting sensory activities to help develop children's creativity and imagination effectively. For example, babies and toddlers show good concentration as they explore cornflour and paint. They learn about numbers and colours, which staff incorporate during activities. This supports children's early mathematical and expressive arts and design skills.
- Children's good behaviour demonstrates that they are motivated and eager to learn. They respond well to staff, who are caring and approachable. For example, staff respond quickly when children need cuddles to help them feel better. Children gain good levels of security and emotional reassurance.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a strong understanding of safeguarding. They know how to recognise and respond to the signs and symptoms of abuse. Staff also have an appropriate awareness of the indicators of extremist views and behaviours. There are clear procedures for reporting safeguarding concerns. The management team follows safe recruitment procedures to check staff's suitability to work with children. Staff deployment is good. They supervise children well during indoor and outdoor play. Staff risk assess the setting every day to identify potential hazards to help keep children safe.

What does the setting need to do to improve?

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

- build on staff's knowledge of how to support quieter and less-confident children more effectively, particularly during group activities
- share more information with parents to ensure that they are all fully informed about their children's learning and development.

Setting details

Unique reference number	2519726
Local authority	Croydon
Inspection number	10208005
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	1 to 4
Total number of places	36
Number of children on roll	58
Name of registered person	Koorjee, Tazim
Registered person unique reference number	2519725
Telephone number	07870347144
Date of previous inspection	Not applicable

Information about this early years setting

Sunshine Day Nursery registered in 2019. The nursery is open all year round from 8am to 6pm, Monday to Friday. There are eight members of staff. Of these, six hold childcare qualifications at level 3 and two hold qualifications at level 2. The nursery receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 setting.
- The inspector checked evidence of safeguarding procedures, the suitability of adults working on the premises, and other records required.
- Parents spoke with the inspector and shared their views of the setting.
- The management team showed the inspector around the setting and explained how staff plan and implement the curriculum.
- A joint observation of an activity was carried out by the manager and inspector. Together, they evaluated the impact of the activity on children's learning and development.
- Staff talked to the inspector and explained how they support children's learning. Children interacted with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021