

Inspection of Sunhill Early Learning Colchester

Braiswick Primary School, Apprentice Drive, Colchester, Essex CO4 5QJ

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 arrive happy and thoroughly enjoy their time in the setting. They readily leave their parents on arrival and quickly engage in play. Children show that they feel safe, knowing their needs are met. Children, many of whom are learning to speak English as an additional language, develop secure relationships with staff and confidently go to them for support with activities, reassurance and a cuddle.

Children demonstrate positive attitudes to learning through high levels of concentration and enjoyment. For example, babies focus intensely on connecting click and link pods together. They proudly clap their hands together to praise their achievements. Older children have great fun outdoors playing 'What's the time Mr Wolf?'. They develop mathematical ideas as they move forward, carefully counting their steps.

Children are familiar with the routines of the day. They know what is expected of them and respond well. Staff use sand timers to help children learn to understand when an activity is about to change. Children challenge themselves to quickly tidy away their toys before the sand timer is finished. Children respond positively to staff when they remind them about the expectations for behaviour. As a result, children play well together, sharing resources and toys.

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

- Staff know the children well and confidently talk about where they are in their learning. They gain information from parents regarding their children's starting points. Staff confidently assess children's learning, enabling them to understand what children know and what they need to learn next. As a result, children, including those with special educational needs and/or disability, make good progress in their learning.
- Staff focus on children's personal, social and emotional skills. They help develop children's understanding and control of their emotions to support their well-being. For example, they use a story about a coloured monster to help even the youngest children identify their feelings. As a result, children show that they are happy and secure, which helps them to learn with great enthusiasm.
- Parents speak positively of staff and the progress their children have made since starting at the setting. They value that staff join in with the festivals that their family celebrate. This supports children's learning about different festivals that people in their community celebrate, and why. Parents comment on how well staff supported them throughout the COVID-19 pandemic, providing activities and ideas to support children's learning at home.
- The manager effectively supports her staff team, for example, through peer observations and staff supervision. The manager closely monitors the quality of

education and care that staff provide. She regularly observes their teaching and provides them with helpful feedback to support their professional development. As a result, staff report feeling valued and are passionate about their roles in supporting children's learning and development. The manager uses self-evaluation successfully to identify the setting's strengths and areas for development. This further benefits the children.

- Children become increasingly independent in managing their self-care needs. Children readily wipe their own noses and throw their tissues in the bins provided. Children are encouraged to pour their own drinks and serve their own food. However, occasionally, some staff do not always identify when they need to adapt their teaching in order to help children extend their vocabulary and deepen their understanding during routine activities, such as helping children to understand the importance of washing their hands. Children learn about the importance of being healthy and confidently tell staff where different foods come from. Staff teach children the importance of good oral hygiene and they discuss the consequences of not brushing their teeth.
- Overall, the quality of teaching is good. Staff support children to achieve their next steps and plan for future learning. For example, they support and extend children's communication and language development. They make eye contact with babies and repeat words to help increase children's vocabulary as they learn new words. Staff read stories throughout the day and children delight in pointing out what they can see in the pictures.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know how to identify if a child may be at risk of harm or extreme views or beliefs. They know where to report any concerns they may have about a child in their care. They also know how to report concerns about staff who work with children. Refresher safeguarding training is in place for staff. This promotes children's safety and welfare. Risk assessments are embedded in practice. The management team has effective recruitment processes in place to ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

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

- support staff to make the most of teachable moments in order to further extend children's learning.

Setting details

Unique reference number	2525608
Local authority	Essex
Inspection number	10208262
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	87
Number of children on roll	137
Name of registered person	Sunhill Daycare (Europe) Limited
Registered person unique reference number	RP519019
Telephone number	01206 854623
Date of previous inspection	Not applicable

Information about this early years setting

Sunhill Early Learning Colchester registered in 2019. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

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 carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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