

# Inspection of Sunnyfields Day Nursery

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

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Inspection date: 21 February 2022

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

### **The provision is good**

Children arrive at the nursery happily and staff greet them warmly. They separate confidently from their parents as they feel safe and secure. Children are confident learners. Babies snuggle up to nurturing staff as they share books. Older children enjoy a parachute activity where they follow instructions and learn about working as a team. They excitedly make the parachute into a tent shape and laugh as they all hide inside. Staff skilfully introduce mathematical concepts, such as shapes and positioning as children stretch out their bodies.

Toddlers are creative as they explore paint using different media. They make marks and are beginning to draw with a purpose. Toddlers skilfully create models using blocks. They know which shapes to select to make a house and expertly balance pyramids to make the roof.

Children learn the importance of being physically active to support a healthy lifestyle. Older children take part in a 'wake up my body' activity to help prepare their bodies for the day. Toddlers explore movement through music sessions. Babies learning to walk move themselves around the room with ease, using low-level furniture to pull themselves up to standing position. Babies delight as they use the see-saw. They excitedly rock backwards and forwards with gentle staff support. Staff make the activity fun as they enthusiastically sing nursery rhymes which encourages babies to focus.

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

- Leaders have been reflective since the last inspection and have taken action to address previous safety issues. They are ambitious and have effective systems to evaluate the nursery to improve outcomes for children. Subsequently, all children make good progress in their learning.
- Leaders give a high priority to staff's well-being. Staff say that they enjoy their work. They feel valued and listened to. Staff are provided with a range of training opportunities to support their own professional development. Recent staff training on emotional literacy has enabled staff to support children in expressing their emotions. This has been particularly beneficial during the COVID-19 pandemic as staff recognise that children may have missed out on opportunities to form connections with others.
- Partnerships with parents are good. Parents are very happy with the progress that their children make at the nursery. They say that they like the kind and caring staff, and they feel supported. Parents enjoy listening to songs that children have learned at the nursery. They appreciate the communication which they receive. Parents particularly like the use of the nursery's app, where they are able to find out what their children have been learning about.

- Children behave well and understand the expectations of them. Staff use positive language to reinforce key messages, such as 'good listening'. Older children collect 'bumble bees' to put on the chart to acknowledge positive behaviour such as helping others. Children are kind to their peers. They show concern for others when they accidentally knock down another child's tower, and say they will help them to fix it. Children learn about taking turns. They have the opportunity to take 'Bella the Bear' home, and then later share their adventures with the group.
- Staff plan the curriculum well to provide children with a range of interesting indoor and outdoor learning opportunities. Older children learn about the environment through growing and planting activities, and become 'nature detectives'. There are many resources and activities available to children. However, staff do not consistently think about how they can encourage babies to explore using their senses. Although there is a sensory room provided, staff do not use this effectively with babies. Also, the resources which staff make available to babies in the outdoor area provide limited sensory experiences.
- Teaching is generally effective and children make good progress from their starting points in learning. However, the quality of teaching is occasionally inconsistent. For example, when children are building with blocks, staff miss opportunities to extend children's language as much as possible, to help them make the best possible progress.
- Staff support children's health well and follow good hygiene routines. Children know how to stop the spread of germs, such as through regular handwashing. Staff have reflected on how they support children with their toileting needs. They offer regular reminders for children and are available to provide sensitive support when needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their responsibilities to protect children. They know the possible signs that a child may be at risk and how to report any concerns about children's safety and welfare. Leaders have secure systems in place to ensure that staff are suitable to work with children. The arrangements for ensuring children's safety in the setting have improved. Leaders and staff have reviewed and developed risk assessment arrangements. This means that children are able to play and be cared for safely indoors and outdoors.

## **What does the setting need to do to improve?**

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

- enhance activities for babies to further support their sensory play, exploration and learning

- develop consistency in staff's teaching of communication and language, to provide more opportunities for children to build their language and thinking skills.

## Setting details

<b>Unique reference number</b>	137250
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10209169
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Sunnyfields Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905733
<b>Telephone number</b>	020 8313 9191
<b>Date of previous inspection</b>	31 August 2021

## Information about this early years setting

Sunnyfields Day Nursery registered in 1998. It is one of three settings registered to Sunnyfields Day Nurseries Limited. The nursery provides funded early education for children aged two, three and four years. It opens 51 weeks of the year from 8am and 6pm, Monday to Friday. There are 14 staff working with the children, 10 of whom hold a recognised early years qualification. The provider and the company's early years foundation stage quality advisor hold early years professional status.

## Information about this inspection

### Inspector

Laura Brewer

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector sampled some of the setting's documentation, including evidence of how staff suitability has been assessed.

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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