

# Inspection of Sunshine Day Nursery

Sunshine Day Nursery, 229 Branston Road, BURTON-ON-TRENT, Staffordshire  
DE14 3BT

---

Inspection date: 7 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

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

## What is it like to attend this early years setting?

### The provision is good

Children and parents receive a warm and friendly welcome from the manager and staff. Children happily separate from their parents and follow the well-established routines of the nursery. They develop strong bonds with their key person and other staff. Children receive an abundance of encouragement and praise for their achievements, which helps to boost their self-esteem and sense of belonging. Children learn through an effective balance of enjoyable adult-led activities and child-initiated play. All children, including those with special educational and/or disabilities, make good progress from their starting points. Children learn to share, take turns and use their manners with gentle reminders from staff.

Children make independent choices on the direction of their play. They have lots of fun while they experiment with paints and make marks using paintbrushes. Children explore water and learn to pour and use their small-muscle skills. This helps to develop children's hand-to-eye coordination and fine motor skills. Babies confidently explore the well-resourced environment with support from staff. They show delight when exploring lights and music on colourful interactive toys. Children learn about the diverse world in which they live. For example, children celebrate and explore cultures that are different from their own and recognise the many different languages children speak.

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

- The manager and staff are dedicated and passionate about achieving the highest standards of care and learning in an inclusive environment and family-oriented ethos. Staff are professional and clearly enjoy working at the nursery. They talk enthusiastically about the progress children make. The manager carries out regular supervision sessions and provides staff with professional development opportunities, which helps to support their practice and children's needs.
- Before children start at the nursery, staff gather key information from parents to support settling-in arrangements and planning. Staff speak to parents daily and use an online learning journal to share children's progress and next steps in learning. They also share daily videos, in real time, of children's learning and achievements. Parents say their children love being at the nursery and they can see the progress they make.
- Staff are caring and sensitive to children's needs. Babies receive cuddles from the nurturing staff, who create a calming environment. Staff consistently share positive interactions with babies and encourage them to explore sensory resources, such as musical instruments.
- Children learn about the benefits of healthy foods and adopt healthy habits, such as handwashing before eating. Staff provide children with healthy and nutritious

home-cooked meals and snacks. Children have opportunities to take risks and develop independence. For example, older children prepare their own snack. They grate carrots, spread butter onto crackers and cut up apples.

- Staff provide children with enjoyable whole-group activities. However, they are less skilled in encouraging and engaging with children who are quieter and less confident, to support their engagement in learning fully.
- Staff promote children's communication and language development effectively, including those who speak English as an additional language. For example, children learn new words through conversations, singing songs and listening to stories. Staff interact positively with children. They offer a narrative while they play and weave in some additional learning, such as counting. However, on occasions, staff do not provide children with the time to think critically for themselves, problem-solve and test out ideas. This limits children's development of these skills.
- Children have lots of opportunities to explore and become curious learners in the well-resourced outdoor classroom. They engage in imaginative role play with their friends, and staff extend children's understanding of the world. Children take part in growing and harvesting fruit and vegetables. This helps children to understand where their food comes from and extend their knowledge of growth.
- Staff support children to develop their physical skills. They engage children in games and activities that help to strengthen their balance, movement and coordination, such as skittles and physical circle games.
- The manager has developed strong links with the staff at local schools that children are due to attend. She invites teachers into the nursery to visit children prior to them starting school. This helps to ensure smooth transitions in children's future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a good understanding of their responsibilities to keep children safe. They are aware of possible signs and symptoms that may indicate a child is at risk of neglect and abuse. The manager and staff are mindful of broader safeguarding concerns. The manager follows safe recruitment procedures to check the suitability of new staff and ongoing suitability of existing staff. The manager and staff are vigilant about safety and put in place a range of procedures to help ensure the safety of children at all times.

## 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 consistently help children to further develop their critical-thinking and problem-solving skills and to share their ideas

- develop the already good teaching further, to consistently support less-confident children to actively engage during group activities.

## Setting details

<b>Unique reference number</b>	EY391567
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10090930
<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>	53
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Yates, Bibi Shaffora
<b>Registered person unique reference number</b>	RP512505
<b>Telephone number</b>	01283 563 279
<b>Date of previous inspection</b>	11 April 2013

## Information about this early years setting

Sunshine Day Nursery has operated since 1990 and reopened in 2009. The nursery employs 16 members of childcare staff. Of these, 13 hold relevant early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 4pm. 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 nursery 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 nursery.
- The manager and the inspector had a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- The inspector held a meeting with the manager to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022