

Inspection of Sunshine Nursery School

2 Gisbourne House, Buxton Road, Whaley Bridge, HIGH PEAK, Derbyshire SK23
7HU

Inspection date: 1 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children eagerly enter the setting where they freely give cuddles to staff. They are keen to start their day, settling quickly with their chosen activity. Children demonstrate positive attitudes to learning. Pre-school children thoroughly enjoy baking. They behave well as they take turns to measure out ingredients and stir the mixture. Children demonstrate good social skills. They talk about where they go shopping and what food they buy. Staff extend on this and ask children, for example, how flour is made. Children recall previous learning and confidently state that a combine harvester chops down the wheat and turns it into flour. Children are developing skills they need in preparation for school. For example, they do things for themselves, such as readily tidying away resources, accessing the toilet and pouring their own drinks.

Children are developing their physical skills. Babies show confidence as they learn to walk. Staff hold their hands to ensure they are safe. Toddlers concentrate as they use water to carefully paint the fence outdoors. Pre-school children excitedly join a music and dance session. They listen carefully to the changes in the music and enthusiastically move their bodies to the rhythm as they pretend to be volcanos. Children skilfully transfer the dance movements into smaller movements. For example, they follow the music again, this time using crayons alongside hand and arm movements. Children eagerly create drawings of volcanos. The range of physical movements they use during the activity prepare them for early writing.

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

- Leaders highly value their staff team and show genuine affection for the children in their care. Leaders work hard to further develop the provision. Parents are overwhelmingly positive about the setting. They describe it as an 'extended family'. Parents feel that their children are learning to interact with others and develop confidence. They feel that their children are ready for school.
- Staff support children's language and communication development. Babies and toddlers show a love of books. They readily cosy up to staff to look at pictures together. Pre-school children learn new words from staff, such as 'erupt'. Children say this means 'exploding'. They share ideas with each other to identify the colour of lava. This helps children become confident talkers as they practise their conversational skills.
- Staff teach children what is expected of them during daily routines and activities. They are good role models who provide consistent guidance to children. Staff gently remind children to use manners during play. Children learn rules that keep them safe. For example, when a child tries to climb when they should not, children put out their hands to tell them to stop.
- Staff know the children well. They know what they want children to learn next

and plan many exciting and enticing activities. However, staff do not always make the most of activities to build on children's knowledge and skills. For example, during a free-play water activity, children push objects down and watch as they pop back up again. Staff do not extend and build on children's curiosity during this activity, to deepen their understanding.

- Children from disadvantaged backgrounds and those with special educational needs and/or disabilities receive effective support. For example, staff support families to access services such as speech and language therapists.
- Overall, group activities and routines support children to learn. However, sometimes, too much happens at once, causing children to disengage. For example, during registration, some children lose focus as they sit for a long period of time. Additionally, morning snack time involves many activities. There is a poem being read, several staff talk as they serve food, and children have to raise their voices to be heard. This results in high noise levels. Children's learning is disrupted and they are unable to fully engage well in any of the activities.
- Staff provide healthy meals and snacks for the children and encourage them to wash their hands before meals. Children are learning good hygiene routines. For example, they accidentally touch their face when preparing food, and tell staff they need to go and wash their hands so germs do not go in the food.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the possible signs that a child may be at risk of harm. They know the procedures to follow should they need to report a concern about a child, and are confident in their knowledge of how to report concerns about another member of staff. The manager ensures safer recruitment checks are conducted to confirm the ongoing suitability of staff working with children. The premises are safe and secure. Children are learning how to be safe. For example, when going for a walk, they are reminded to hold onto the 'walking bungee' so that everyone stays together.

What does the setting need to do to improve?

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

- review the organisation of group times so children do not lose focus and have their learning disrupted
- support all staff to use free-play activities effectively to extend children's curiosity and build on their learning further.

Setting details

Unique reference number	EY343935
Local authority	Derbyshire
Inspection number	10131240
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 5
Total number of places	60
Number of children on roll	84
Name of registered person	Sunshine Nursery School Limited
Registered person unique reference number	RP907803
Telephone number	01663 733 929
Date of previous inspection	26 April 2016

Information about this early years setting

Sunshine Nursery School registered in 2006 and is based in Whaley Bridge, Derbyshire. The nursery employs 16 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, three hold level 2, and two hold level 6, including one with early years professional status. The nursery opens Monday to Friday from 7.30am until 5.30pm, all year round. It provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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