

Inspection of Sunshine Pre-School and Day Nursery

36 Thornbury Avenue, Southampton, Hampshire SO15 5BR

Inspection date: 25 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They have strong relationships with their key person. This helps children to feel safe and secure. Children seek out their key person for reassurance and cuddles as and when needed. Children take part in activities based on their interests. For example, they make postcards to send to their family after recently going on their holidays. Staff have high expectations of children and their behaviour. Children behave well and make good progress in their learning and development. They are kind and caring towards one another. For example, they spontaneously invite others to join their play.

All children are free to express themselves as they choose. For example, they have equal opportunities to dress up in 'fairy outfits' for a trip to 'fairy world'. Children's physical skills are challenged regularly. For example, they learn how to climb up and over the climbing frames. Children develop a love of books. They enjoy being read to and looking at books independently.

Children plant their own vegetables and enjoy tending to them. They eagerly take part in planting more seeds. Children remember that plants need water to grow. They use displays showing them watering the seeds as prompts to remember to water the seeds regularly.

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

- The manager has a good overview of the curriculum in place. Staff have a good understanding of what children know and can do. They tailor next steps to meet the needs of each child precisely.
- The manager and staff have an excellent knowledge of children and their families. They ensure they tailor their support to meet the needs of each family. Staff communicate regularly with parents and share information on children's development. Parents comment that staff inspire children to 'be who they want to be'.
- Staff support families with home learning through ideas, information and resources. For instance, there are home learning bags available to support parents in a range of topics, such as toilet training.
- The provider and the manager prioritise staff's well-being. They ensure there is an effective open-door policy. Staff comment positively on how the team feels 'like family'. The manager knows her staff and their personal circumstances very well. She makes sure she provides an appropriate level of support for their needs.
- The manager ensures staff take part in regular supervision meetings. This provides support for their professional development. The manager also uses the meetings to share information about recent changes, such as changes to the

management team.

- Staff understand the importance of communication and language skills for children's development. However, their approach is not always consistent. For example, some staff do not leave children with enough time to respond when asking questions. Staff do not always fully consider how to model and introduce new vocabulary to children who need support with their language skills.
- Children with special educational needs and/or disabilities (SEND) make progress. However, staff's knowledge of how to support and engage with children with SEND is not yet fully secure. This does not support children in making the best possible progress. The manager is aware of this and has begun to implement a plan to develop staff's knowledge and to ensure it is embedded.
- Staff develop children's numeracy skills through play. For example, children eagerly count the number of dinosaurs they have. Staff teach children that 'tri' means three as they demonstrate that a triceratops has three horns. Children listen intently and are inquisitive. They are keen to know more about the different dinosaurs.
- Children learn how to keep themselves safe. For example, they learn about the possible dangers of putting things tightly around their neck. They keenly tell staff that their neck 'helps them to breathe'. Children discuss the consequences of tying things too tight. They remember to be careful when they put on scarves.
- Children who speak English as additional language are made to feel very welcome at the setting. Staff use familiar words in children's first language in their play. This helps children feel included.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure understanding of her role and responsibilities as designated safeguarding lead. Staff know the signs and symptoms that may indicate a child is at risk from harm. They know how to report concerns, including allegations about a member of staff, to the relevant agencies as needed. Staff demonstrate their knowledge of wider issues, such as radicalisation. They keep themselves up to date with recent changes to local safeguarding processes. Children learn to risk assess for themselves, for example when out in the garden. The manager has a secure understanding of safer recruitment processes to ensure the suitability of staff.

What does the setting need to do to improve?

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

- strengthen staff's ability to use consistent and effective techniques to develop children's communication and language skills

- develop staff's knowledge further about how to support and engage children with SEND, to help children to make even better progress.

Setting details

Unique reference number	131613
Local authority	Southampton
Inspection number	10219667
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	35
Number of children on roll	54
Name of registered person	Sunshine Nurseries Limited
Registered person unique reference number	RP535175
Telephone number	023 8063 8270
Date of previous inspection	26 August 2016

Information about this early years setting

Sunshine Pre-School and Day Nursery is a privately owned nursery in Southampton. The nursery is open each weekday from 8am to 6pm, all year round. The nursery employs nine members of staff. Of these, five hold a relevant childcare qualification between level 2 and level 6. The nursery receives funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Natasha Jarvis

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 explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the provider, the manager and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.
- The inspector sampled relevant documents.

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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