

Inspection of Sunshine Day Nursery York Ltd

410 Huntington Road, York, North Yorkshire YO31 9HU

Inspection date: 28 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed at the door by familiar staff. Experienced staff know children well, which helps them settle quickly. Children show responsibility for their nursery as they tidy up enthusiastically to music. Children are confident to have a go at the activities provided but will seek guidance from staff when needed. Children demonstrate good manners and are reminded if they forget. This helps children to feel safe.

Children's interests are followed to provide learning opportunities as they play. Staff expertly build on what children already know and can do to strengthen their understanding and learning. For example, children demonstrate to staff how to make a sausage from dough. This leads to conversations about length and size as children compare and measure their dough. Children excitedly sing 'Ten Fat Sausages', laughing and shouting out when each one goes bang. Children are making good progress in their learning and development, including those with special educational needs and/or disabilities (SEND).

Babies are using their senses to explore the world around them. They listen and touch as they read tactile books. They listen to the different sounds the sensory bottles make. Babies create their own sounds as they shake and bang their toys together in wonder at the noises they are creating. Babies learn to understand the world around them.

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

- Staff encourage children to recall what they have learned. For example, as children play in a wonderful sea life tray, they recall the names of the animals and fish and where they live. However, staff are not clear about their role in developing the curriculum within each room. For example, children count to 20 when the maths curriculum for younger children encourages them to learn numbers one to five. As a result, a sequenced curriculum is not always clear.
- Babies and young children develop their communication and language skills effectively. For instance, they all join in welcoming their friends at circle time and enjoy joining in with nursery rhymes. Staff pretend to forget words and songs, prompting the children to recall what they already know. For example, the children teach staff the song 'Baby Shark'. Children gain a good understanding of the meaning of words.
- The manager and provider have a positive attitude to improving the nursery. The outdoor area has been developed to ensure children are able to access the outdoor environment in all weathers. Children enjoy collecting water from the water butt then transporting this to the water tray to create a waterfall. All children are developing their physical skills as they climb, crawl and balance.

Children make good progress in their physical development.

- The nursery's special educational needs coordinator and the manager ensure children with SEND have targeted support in place to support their learning and development. They are persistent in accessing external agencies to ensure children receive the specialised support they need to progress their learning. Communication and language are a priority in the nursery. Additional funding is used to give children experiences that will trigger conversations, such as bus trips, visits to a train museum and a visit from a petting zoo. This gives children a broader range of learning experiences.
- Children are provided with a variety of healthy home-cooked meals that are freshly prepared on the premises. Staff are aware of children's allergies and dietary requirements when serving food and ensure these are adhered to. However, at snack times, staff serve children their snack and pour their drinks. Opportunities to promote children's choice and develop independence by encouraging them to do this for themselves are missed.
- The manager and provider value and respect all the staff team. They encourage staff to build on their skills and knowledge to promote children's learning experiences. Staff have regular opportunities to discuss safeguarding children, child development and their own well-being with the manager.
- Partnership with parents is good. Parents are kept up to date with their child's progress and daily routines through an electronic app. Parents value speaking to their child's key person at pick-up time. This continues to build the already positive relationships staff have with families. Parents commented that they have been kept up to date with recent security changes and the reasons behind them.

Safeguarding

The arrangements for safeguarding are effective.

The setting has recently strengthened its security systems and processes to continue to keep children safe. New risk assessments have been completed and potential risks have been addressed. Children are learning to manage their own safety as they learn to go up and down the stairs. The manager and staff have a good understanding of the signs and symptoms that may indicate a child may be at risk of harm. They know who to contact if they have a child protection concern about a child or adult. Regular supervision meetings ensure staff continue to have the skills and knowledge to keep themselves and children safe.

What does the setting need to do to improve?

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

- develop staff's understanding of a sequenced curriculum in each room, to strengthen what children know and can do

- ensure staff encourage children to make their own choices and develop their independence during snack times.

Setting details

Unique reference number	EY308996
Local authority	York
Inspection number	10230843
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	1 to 8
Total number of places	50
Number of children on roll	92
Name of registered person	Sunshine Day Nursery (York) Ltd
Registered person unique reference number	RP525618
Telephone number	01904 627164
Date of previous inspection	31 May 2017

Information about this early years setting

Sunshine Day Nursery York Ltd registered in 2005. The nursery is situated in the Huntington area of York and is privately owned and managed. The nursery employs 14 members of staff, including a cook. Of these, 11 members of staff hold appropriate early years qualifications at level 2 and level 3. The nursery is open Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jo Clark

Inspection activities

- This was the first 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 to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the manager.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers at appropriate times during the inspection.
- A meeting was held with the provider and manager. This included a review of relevant documentation, including evidence of staff's suitability and training.

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 2022