

Inspection of Sunshine Day Nursery

Avecinna Academy, The Garrison Centre, 106 Garrison Lane, Birmingham B9 4BS

Inspection date: 7 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive to the setting happily. They benefit from nurturing relationships with staff and key persons, which helps them to feel safe and secure. Key persons know their key children well and plan activities to meet their needs and interests. Children have fun at the setting. They play outside in the water and laugh when staff pour the water on their fingers, tickling them. Staff and children giggle together as children draw pictures that they choose to take home. Generally, children explore the environment and enjoy engaging in purposeful play with staff and peers. Children are encouraged to develop their independence by putting their own bags away and putting on their own jumpers and jackets.

Children behave well; they share resources and use good manners. Children enjoy listening to a range of stories and join in with popular nursery rhymes that are familiar to them. This helps them to develop their communication and language skills. Children run and laugh as they take part in engaging outdoor activities. They enjoy finding transport toys that staff have hidden in the outside area. They then talk to each other about their favourite type of transport while drawing a picture of it on the garden chalkboard.

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

- The manager knows what she wants children to learn during their time at the setting. The manager and staff ensure the curriculum is broad and well sequenced in order to build on what children already know and can do. This means that the majority of children make good progress from their starting points.
- Staff provide encouragement and opportunities for children to develop speaking skills. They consistently use open-ended questions and talk to children about what they are doing. As a result, children make progress in their communication.
- Staff promote positive behaviour well. Children are confident to engage with visitors and enjoy telling both staff and their peers what they are drawing or making. Children are excited to invite each other into their games.
- Staff are generally attentive to children's emotions and needs and nurture them in a caring environment. At times, children with special educational needs and/or disabilities become unsettled when staff do not engage with them or encourage interactions among peers.
- Staff closely monitor the progress children make and share this information with parents. Staff use the information gained from their assessment of children's learning to plan for what children are ready to move on to next.
- There are some opportunities for children to develop their physical skills, in particular their larger muscles. However, staff do not provide a range of activities to support children to develop their smaller hand muscles.

- Staff are keen to broaden children's knowledge and the experiences they receive. They invite visitors, such as the police into the setting. Children enjoy going on trips, such as to the local library. They learn about a range of cultural festivals and about similarities and differences in our communities.
- Parents speak highly of the setting. They say they feel well informed and receive regular communication from staff in relation to their children's development. Parents feel supported with helpful strategies to help their children to learn at home.
- The manager is proactive in seeking additional support from specialist professionals to ensure that children get the help they need to make progress in their learning.
- The manager is reflective and effectively evaluates the overall practice in the nursery. Staff meet regularly with the manager to review their own practice and personal development. Together, they have begun to put some plans in place to further enhance the experiences and learning opportunities that children receive.

Safeguarding

The arrangements for safeguarding are effective.

All staff are committed to keeping children safe. The manager ensures staff receive safeguarding training and all staff show a good awareness of the procedures they must follow if concerns arise about the welfare of a child. Staff also show a good understanding of the procedures they must follow to report concerns about the conduct of a colleague. There are robust recruitment processes in place to ensure the suitability of staff. Risk assessments are effectively carried out to ensure the nursery is safe and staff use appropriate methods to ensure the building is secure. Staff supervise children effectively inside the building and when moving to the outside area.

What does the setting need to do to improve?

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

- make sure that all children, including those with special educational needs and/or disabilities, gain the support and interactions they need to enable them to make consistent progress in their learning
- broaden the range of opportunities to support children's physical development, particularly their fine-motor skills.

Setting details

Unique reference number	2498240
Local authority	Birmingham
Inspection number	10207699
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	2 to 4
Total number of places	18
Number of children on roll	18
Name of registered person	Avecinna Academy Ltd
Registered person unique reference number	2498239
Telephone number	01217714782
Date of previous inspection	Not applicable

Information about this early years setting

Sunshine Day Nursery registered in 2019. The nursery employs four members of childcare staff who all hold appropriate qualifications between level 4 and level 6. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Reason

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 joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what they want their children to learn.
- The inspector held discussions with the manager of the nursery to discuss how the setting is organised. The inspector looked at relevant documentation, including the suitability of staff working in the nursery.
- The manager and inspector carried out a joint evaluation of an activity. The inspector and manager observed the quality of teaching throughout the inspection and discussed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views of the setting.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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