

Inspection of Sunhill Early Learning Peckham

Unit A-B, 4 Sternhall Lane, Southwark, London SE15 4NT

Inspection date: 2 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

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 are happy, secure and very well behaved. They benefit from a well-organised curriculum, based on individual needs and interests. Staff are knowledgeable and very experienced. They know how to motivate the children, providing activities that engage and stimulate them. All children make good progress, including children with special educational needs and/or disabilities.

Staff have high expectations and work hard to develop children's confidence and independence skills. For example, older children set the tables for lunch and babies wash their own hands and practise using 'real' cutlery to feed themselves. Despite the nursery not having an outside space, children visit the local parks every day. Here they practise their large-muscle skills and develop their understanding of the natural world. They observe changes in plants and trees over time and collect insects, which they look at closely through magnifying glasses. They talk about the insect's characteristics and find out more about them when they return to the nursery. This develops their knowledge and understanding.

Behaviour is outstanding. Every child understands the nursery's routines and the behaviour that is expected of them, both inside and outside the nursery. They all follow instructions carefully, keeping themselves safe on their daily trips. They are very kind and considerate to each other and thoroughly understand the importance of sharing and taking turns.

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

- Managers understand the importance of evaluating the provision. They regularly consider the strengths and areas for development for all staff and the nursery in general. This helps them to identify areas that can be improved upon. Practice is constantly evolving, ensuring children receive good quality education and care.
- Managers make sure staff well-being is a strong focus. Staff report that they feel valued and supported at work. All staff receive regular supervision and professional development to improve their practice. Staff appear happy, confident and resilient when facing significant change.
- Partnerships with parents are strong. Parents speak very highly of the nursery. They appreciate the regular updates they receive about their children's care and progress and ideas for how to support their learning and development at home.
- The key person system is very effective. Staff are invested in their key children. They are proud of their children's successes, celebrating key moments. For example, when babies use their words to name colours for the first time, staff are delighted and lavish praise on them.
- Children are resilient learners. They are encouraged to take controlled risks and to keep trying when they find things difficult. This helps build their confidence

and perseverance.

- The curriculum is well planned and takes account of children's age and stage of development. The prime areas of the early years foundation stage are a focus. Children are given many opportunities to develop their creativity. For example, babies paint with their bodies and objects on large pieces of paper. They self-select and mix different colours of paint, making patterns, while developing their small-muscle skills.
- Children's attitudes to learning are outstanding across the nursery. All children are highly motivated and engaged in their learning. Older children are supported to make choices about their learning. When they arrive at the nursery, they discuss what activities they would like setup and why. Their decisions are often based on previous learning, interests and experiences they have had at home. This helps them become confident and independent learners.
- Communication and language are generally taught well. Children have access to a wide range of books and are given many opportunities to practise their early writing skills and letter sounds. However, the teaching of spoken language is not always taught well by some staff. They do not always model the correct use of words and sentences and introduce new vocabulary. This means that although children are making good progress in their spoken language skills, it could be even better.
- Managers and staff understand the impact the COVID-19 pandemic has had on some children's learning. They use this knowledge to focus on personal, social and emotional skills. This benefits children and any gaps in their development swiftly begin to close, particularly for babies and toddlers.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff risk assess the premises daily to ensure hazards are swiftly identified and rectified. Fire exits are clear and regular fire drills help ensure children are prepared should they have to evacuate the premises. Staff are paediatric first-aid trained and know how to respond should a child have an accident. Staff confidently recognise the signs and symptoms that may indicate a child is being abused or neglected. They also understand the procedures they must follow should they be concerned about the conduct of any person working with children. This helps to keep all children safe.

What does the setting need to do to improve?

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

- ensure all staff understand how to teach and model spoken language, improving children's speech and communication skills even further.

Setting details

Unique reference number	2570819
Local authority	Southwark
Inspection number	10233531
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	77
Number of children on roll	41
Name of registered person	Sunhill Daycare (Europe) Limited
Registered person unique reference number	RP519019
Telephone number	020 7277 8016
Date of previous inspection	Not applicable

Information about this early years setting

Sunhill Early Learning Peckham registered in 2019. It is situated in the London Borough of Southwark. The nursery is open Monday to Friday, from 7.30am to 6.30pm, all year round. There are 16 childcare staff. Of these, one holds qualified teacher status and 13 hold qualifications at level 2 and 3.

Information about this inspection

Inspector
Paul Church

Inspection activities

- This was the first routine inspection the setting 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.
- Managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and parents 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.
- Managers met with the inspector to discuss the leadership and management of the nursery.
- Managers 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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