

Inspection of Sunny Day Nursery

1 Kings Square, BRIDPORT, Dorset DT6 3QE

Inspection date: 7 September 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 are engaged and happy at this setting. They thrive in the calm, well-organised environment, which helps them to relax and immerse themselves in learning. For example, children take part in eco-activities. They learn about reusing and recycling. Parents explain how their children enjoy the educational activities at the nursery. For instance, their children have learned about litter picking and want to do this when they get home.

Children are confident and have secure attachments with key persons and other members of staff. Staff encourage, praise and acknowledge good manners. As a result, children are beginning to manage their own feelings, and they behave well. When babies are feeling unsure, they seek comfort from staff who are sensitive to their emotional needs. They settle quickly when staff talk to them in kind tones, explaining that they are safe. Children in the main room experience sociable mealtimes as they sit and talk to their friends and staff. These experiences help build communication skills and personal development.

Since the COVID-19 pandemic, staff now greet all children and their families warmly at the nursery's entrance. On arrival, children leave their parents confidently, settle quickly and seek out enjoyable activities eagerly in their nursery rooms.

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

- Children are making good progress. Staff provide stimulating and challenging activities for children based on their interests and new learning. They ensure activities and resources cover all areas of learning. However, at times, staff do not challenge children enough during activities to further enhance their learning and development. On occasion, staff do not recognise when to adjust routines, such as when children have been sitting for long periods, so that they remain highly engaged in their learning.
- Staff support children who learn English as an additional language well. They use some words in their home languages and lots of gestures and pictures. Consequently, children's understanding and use of English are improving.
- Staff use additional funding to provide targeted support to help children to succeed to the best of their ability. For example, they have implemented strategies for early screening of communication and language to help identify any potential gaps in the children's development. Staff work closely with other professionals and parents to provide children with a joined-up approach towards their progress. Parents comment that their children have grown in confidence, saying the staff know the children well.
- Children enjoy learning from books. Staff read to them regularly in an engaging

way. They listen closely and anticipate eagerly what happens next. Children know and remember words and associated actions to familiar stories.

- Weekly music sessions, led by a music teacher, help children to learn more vocabulary and mouth movements to turn sounds into words. Children enjoy these sessions and develop an awareness of rhythm, as they clap their hands to different tempos.
- Children benefit from plenty of fresh air and physical exercise throughout the day to promote their good health. Older children climb a fixed climbing frame confidently to further develop their large muscles. Babies explore the outside area with interest. They exercise their large muscles when negotiating space around them. Children also participate in weekly football sessions where they learn to listen and follow instructions.
- Staff provide children with a range of fruit and freshly cooked meals as part of a healthy and balanced diet. They encourage children to have a go at using cutlery correctly. Staff demonstrate to young children how to wash their hands before eating. They are sensitive to individual children's backgrounds and plan activities they want all children to experience, such as baking and growing plants.
- The manager and the leadership team from the parent company offer support and guidance to all staff. They provide staff with the opportunity to discuss their well-being and ensure staff have the skills and knowledge to support and protect the children in their care. Staff say they enjoy working at the nursery and have opportunities to undertake a wide range of training courses.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate secure knowledge of their safeguarding responsibilities. They update and improve their child protection knowledge regularly, through training and in-house discussion, for instance. Staff know the signs that may suggest a concern about children's welfare. They know the procedures to follow for recording and reporting any concerns, whether regarding children or other staff. The provider has a thorough recruitment process and induction procedure to ensure staff working with children are suitable. Staff complete regular risk assessments of all areas of the setting and supervise children well in all activities to promote their safety.

What does the setting need to do to improve?

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

- look more closely at staff teaching and practice, including the organisation of some routines, so that children consistently receive high-quality teaching experiences that extend their learning to the highest level.

Setting details

Unique reference number	2526385
Local authority	Dorset
Inspection number	10204360
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 4
Total number of places	40
Number of children on roll	42
Name of registered person	Sunny Day Nurseries Limited
Registered person unique reference number	RP905811
Telephone number	0345 88 88 123
Date of previous inspection	Not applicable

Information about this early years setting

Sunny Day Nursery registered in 2019 and operates in Bridport, Dorset. It is one of several nurseries run by Sunny Day Nurseries Limited. The setting is open Monday to Friday, from 7am to 6pm, all year round, except for bank holidays. They offer funded early education for two-, three- and four-year-old children. The setting employs 10 members of childcare staff. Of these, six hold appropriate childcare qualifications, including one at level 5 and five at level 3.

Information about this inspection

Inspector

Rachel Cornish

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 inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- During a joint observation, the manager and the inspector evaluated the quality of education provided.
- Discussions were held with staff, parents and children who offered feedback about their experiences with the setting.
- The inspector spoke to staff and the wider management team at appropriate times throughout the inspection.
- The inspector scrutinised appropriate documentation, including paediatric first-aid certificates and evidence of staff suitability.

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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