

# Inspection of Sunshine Under 5's

441 Eastwood, Windmill Hill, RUNCORN, Cheshire WA7 6LJ

---

Inspection date:

9 November 2022

---

## **Overall effectiveness**

---

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive to cuddles from calm staff who genuinely care and want the best for them. They show they are secure, happy and safe. Children adore the staff, who join in with their chosen play and introduce new and fun experiences. Children have a sense of belonging and confidence because of the secure attachments they form. Staff get to know children and their families well, and quickly identify when they need specialist help or support. However, staff do not always act swiftly enough to secure the support children need to help them make fast progress. Children enjoy engaging in simple conversations with staff. However, there are occasions when staff do not extend or build upon what children tell them, to secure their understanding. That said, children do make steady progress over time in relation to their starting points.

Children behave well. They listen to instructions very well and cooperate when it's time to tidy away the toys or move on to different parts of the routine. Staff embed a secure routine that helps children to understand what is expected of them. This helps them to engage well and have positive attitudes to having a go and joining in with new experiences. Children are well mannered. They engaged with the inspector, offering her a musical instrument to join in with the music session. Children try hard as they tap their chosen instruments to the rhythm of songs. They energetically shout out memorable words and phrases from the songs when joining in.

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

- The manager and the nominated individual, who work with the children, reflect on the quality of their teaching. They occasionally offer each other ideas for activities. However, they are not doing this with a specific focus or receiving coaching frequently enough to ensure the quality of education is consistently good. That said, overall children engage in appropriate play which contributes to their learning.
- Staff focus on children having good well-being and being energised as a priority, to promote effective learning. Children have many opportunities to exercise and move their bodies in different ways. They develop healthy exercise habits for the future.
- The manager and the nominated individual identify when children need more support. However, there are inconsistencies in the procedures the setting uses when making referrals for extra help. On occasion, staff overlook the importance of maintaining contact with other professionals to support children's development. That said, staff have worked successfully with other professionals in the past to support children's swift progress.
- Staff are inconsistent in gathering information from other settings children

attend. They occasionally overlook the usefulness of swift information sharing. This means they do not always build on children's previous experiences.

- Staff join in with children's play and plan activities that children happily engage in. They ask children questions that help them to think about and recall knowledge. However, staff ask children questions but move on too quickly. They do not always allow children enough time to respond. When children do respond, staff do not always take time to understand exactly what children are trying to say and build upon their response. This slows down children's developing communication skills and limits opportunities for children to embed and secure new knowledge.
- Staff recognise the importance of children developing healthy habits for the future. They rightly believe children need to have healthy food and plenty to drink to help them to concentrate. They provide fresh fruit and vegetables for snacks and to top up children's packed lunches. However, staff overlook the importance of developing children's good oral health habits in line with their curriculum intent for supporting healthy lifestyles.
- Older children access the toilets alone and know to wash their hands. Parents comment on how children have learnt to dress and undress in preparation for putting on coats and school uniform. Children visit a local community café and cook healthy foods, such as stir fry and soup. They help to prepare the ingredients. However, these opportunities are not consistently embedded to fully secure children's independence skills for the future. There are opportunities throughout the day when children could engage more frequently to contribute even further to their developing independence.
- Additional funding is used appropriately to support children's learning. The manager aims to provide children with experiences that start conversations and create lasting memories. Staff use children's home languages to support their understanding. They plan activities around notable days and celebrations. This enhances children's awareness of the wider world.
- Parents know what their children learn while at the setting. However, not all parents know how they can support children's learning at home. Children are able to take home books and stories to promote a love of reading. However, at the time of inspection, this was not happening. That said, children access a range of stories and books each day that staff read very well. This goes some way to support children's literacy and early reading skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have secure knowledge of the signs and symptoms of abuse. They know who to contact if there are welfare concerns about a child at the setting or one of their siblings. They understand the procedures to follow if an allegation is made about the conduct of a colleague. Staff have appropriate understanding of the risks to children of extremist views or violence within the home. Staff ensure children are appropriately dressed for all weathers. They ensure the premises are well maintained and secure. Areas of the setting that are not in use are secured to

ensure children are always appropriately supervised and kept safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
monitor the quality of education and provide more focused professional development opportunities and coaching for all staff, to improve their teaching skills and increase the quality of learning to a consistently good level	16/12/2022
ensure robust procedures are in place to make swift referrals to other professionals for children that require extra support, so that children receive help more quickly	16/12/2022
develop staff knowledge and understanding of how to support children's language and communication skills	16/12/2022
ensure children's good oral health is supported.	16/12/2022

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

- strengthen procedures for gathering information from children's previous settings to contribute to children's starting points
- strengthen the opportunities for children to help with small tasks and practise their independence skills throughout the daily routine
- provide parents with more opportunities to be more involved in their children's learning at home.

## Setting details

<b>Unique reference number</b>	303487
<b>Local authority</b>	Halton
<b>Inspection number</b>	10234476
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	19
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Sunshine Under Fives Playgroup Committee
<b>Registered person unique reference number</b>	RP905210
<b>Telephone number</b>	01928 716 061
<b>Date of previous inspection</b>	15 November 2016

## Information about this early years setting

Sunshine Under 5's registered in 1987. The setting employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday, term time only. Sessions are from 8.30am until 2.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Dee White

## 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 this into account in her evaluation of the setting.
- The manager explained how the curriculum is planned and implemented.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice and evaluated the quality of activities, together with the manager.
- The inspector looked at documents, including staff qualifications, paediatric first-aid certificates and evidence to demonstrate the suitability of staff.
- The inspector tracked the experiences of children to determine the progress they make.
- Meetings were held with the manager and nominated individual to discuss their evaluation of the provision and the impact on children's progress.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022