

# Inspection of Sunshine Day Nursery (NGH)

Herries Road, Sheffield, South Yorkshire S5 7AU

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Inspection date: 17 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children progress well, overall, in this well equipped, warm and welcoming environment. Children settle well and demonstrate that they feel safe and valued. They have strong bonds with staff and are confident to approach them for comfort and reassurance. For example, one child in the baby room was unsure of the unfamiliar inspector and constantly checked in with their key worker for reassurance as they approached her. Children develop high level of confidence and self-esteem. Children behave well and they are eager to play and learn. Children develop good language skills and communicate well with adults and friends. Older children were confident to speak with the inspector and express that they enjoy coming to nursery to play with their friends.

Children are engaged in a wide range of exiting activities that are tailored to promote their next steps in learning. Older children learn about 'cause and effect' by take part in exciting experiments. For example, children were deeply engaged in an activity which showed the effect that liquid soap has when placed into milk which contained food colouring. This promoted discussion around self-care skills and the importance of hygiene and washing hands. Children could visualise the food colouring as germs and see the soap moving the food colouring away.

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

- Staff receive good support from leaders. They have regular appraisals and supervision meetings where they can consider their training needs and develop their practice. Staff well-being is considered and this is evident in the comfortable staff room which has motivational quotes on the wall. The nursery operate an open-door policy for staff and they know they can always speak with a member of the management team if they need to. Staff are happy in their roles and morale is high.
- Overall, children make good progress in their communication skills. However, staff do not always make best of questioning techniques or give children time to process and answer questions that they are asked. This impacts on the progress children make in their vocabulary and language skills.
- Management and staff are clear on how to support children with special educational needs and/or disabilities (SEND). They work closely with outside agencies to offer appropriate support for children and their families.
- Parent partnership is strong. Staff work closely with parents to promote children's learning and continuity of care. Various strategies are in place to inform and support parents, including parent friendly copies of planning displayed outside the rooms and emailed to parents. Regular parents evenings, progression reports, detailed hand overs and parents information boards signpost parents to other services. Parent's report that they feel that they are

kept up to date with their children's progression and given ideas how to help promote their next steps at home.

- Although staff plan well for indoor learning, they do not always give the same consideration to learning outdoors. Children spend less time outside and this is weather dependent which leads to children not fully developing their skills and knowledge, particularly those who learn best outdoors.
- Staff plan around children's likes and interests which helps to engage children in learning. For example, a two-year-old child loves to play with babies, so their next steps are often implemented using dolls, the home corner and role play.
- Children are well behaved. They are supported by staff members who help them to interact well with their peers. Staff help children to develop from playing alongside other children to playing with other children and building friendships.
- Younger children are well supported as they settle into nursery. Staff take time to get to know the family and the child's routine. They implement this into the nursery routine to help make the move as smooth as possible. Settling-in sessions are fluid to suit the needs of the child and family. This help children build a bond with their key worker who is allocated before the child starts to help them settle.
- Children are encouraged to develop good independence skills. For example, they learn to put on their own coats. They have free access to drinking water which they can pour for themselves and they drink from open top cups. At meal times, children are given a choice between two healthy options. They carry their plate back to their seat, which has their name label on, to help children begin to identify their own name.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding. They are aware of the signs of abuse and how to report any concerns they may have for a child's welfare. Staff are aware of the 'Prevent' duty guidance and issues, including county lines. They are aware that if they have concerns regarding a member of staff they should follow the whistle-blowing policy and contact the local authority designated officer. The manager ensures that all staff attend regular safeguarding training to update their knowledge. Thorough risk assessments ensure that the nursery premises are safe and suitable. Staff members undertake daily checks of equipment and the outdoor areas. The trust implements safer recruitment procedures.

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

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

- make better use of teaching strategies, including questioning, to support and extend children's communication skills

- plan a wider range of activities outdoors to fully support children's learning in all areas of their development.

## Setting details

<b>Unique reference number</b>	503524
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10264358
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	118
<b>Number of children on roll</b>	166
<b>Name of registered person</b>	Sheffield Teaching Hospitals NHS Trust
<b>Registered person unique reference number</b>	RP519458
<b>Telephone number</b>	0114 2266066
<b>Date of previous inspection</b>	13 June 2017

## Information about this early years setting

Sunshine Day Nursery (NGH) is one of two settings run by Sheffield Teaching Hospital's NHS Trust. The nursery employs 26 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 or above, including two with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 6.30am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children. A holiday club operates in school holidays for children aged four to 11 years.

## Information about this inspection

### Inspector

Claire Owen

## 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 nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the early years professional
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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