

Inspection of Sunny Days Nursery

18 Alfreton Road, DERBY DE21 4AA

Inspection date: 14 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 leave their parents with ease as staff welcome them to nursery. Children behave well, which results in the nursery having a calm atmosphere. Children have lovely bonds with staff. Babies feel comfortable to cuddle staff as they play and read with them. Children new to the nursery, as well as children moving to new rooms, settle quickly and are confident to explore their new environment. Children are friendly and polite. They enthusiastically show visitors toys they like and engage them in conversations about what they are doing. Staff teach older babies how to climb stairs. Children copy staff saying 'steady' as they are reminded to walk slowly so as not to slip.

Children actively engage in a large variety of activities, showing a positive attitude towards their learning. Children of all ages have many opportunities to develop their physical skills. For example, staff support toddlers to develop their small-muscle skills as they take part in 'dough disco'. Children shout, 'I made a worm,' as staff encourage them to pinch, poke and roll play dough as they listen to music. All children enjoy being outside. Pre-school children build towers with large bricks and balance on stepping stones. Children show a love of books and access these freely. Babies concentrate as they persevere turning the pages of books, intently looking at the pictures as staff read to them. This supports their emerging communication and language skills.

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

- Children make good progress in their learning and development. Staff complete termly detailed assessments to track children's progress, checking for gaps in learning as they do so. Detailed information is gathered from parents as children start, enabling staff to set appropriate initial next steps in learning and be aware of children's individual needs.
- Staff support children who speak English as an additional language. Staff in the toddler room use visual aids and real objects as props when they introduce English words to help children to understand and learn. Staff gather words from parents in the children's home language. However, some staff do not use this information effectively to support children's understanding and language development. For example, children who may benefit from hearing simple words in their home language to help them to understand what is expected of them do not experience this.
- Staff are clear on what they want children to learn and how to support them to build on what they already know and can do. For example, babies repeat words back to staff as staff introduce new vocabulary to them. Staff teach toddlers about different places wild animals can live when they look at books. However, at times, staff do not build on what the most-able, pre-school children can

already do so they can progress to the highest level.

- Staff consistently reinforce the importance of good hygiene routines to children. For example, toddlers are taught how to wipe their nose and to wash their hands afterwards so they are clean. Children are offered healthy foods at mealtimes. Staff discuss with children that water is healthy, building children's knowledge on what a healthy diet is.
- From a young age, children are supported to develop their independence. Staff encourage babies to wipe their own face after lunch and show them how to feed themselves. Pre-school children confidently use tongs to select the sandwiches they want to eat and pour their own drinks.
- Children learn about feelings and emotions. For example, during a game, staff encourage pre-school children to describe an emotion represented by a picture they see and to then give examples of when they might feel this emotion. Children say that storms makes them happy because they like them. Staff encourage children to talk about their home life and experiences. This enables children to learn they are all unique.
- Staff report that the management team supports them well. A high emphasis is placed on training to enable staff to develop their knowledge and skills. For example, room leaders are currently undertaking leadership training to support them in their role. The manager uses additional funding appropriately, such as purchasing resources to support children to learn about their emotions.
- Parents report that they are happy with the care their children receive. Staff give parents ideas on how to support their children's learning at home, such as how to help babies learn to walk. Parents say staff communicate well, making them aware of what their children are learning during parent meetings and via daily communication books.

Safeguarding

The arrangements for safeguarding are effective.

Staff are extremely confident about the different types of abuse children can be subjected to, including the signs a child might be being exposed to extremist views. The designated safeguard leads know their role well. Safeguarding training is completed immediately for new staff who start the setting. Knowledge is refreshed regularly with staff. For example, the management team regularly questions staff during meetings. Staff are aware of who to escalate concerns to about children or adults. The management team follows a robust recruitment system, making sure staff are suitable to work with children. The setting is safe and secure.

What does the setting need to do to improve?

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

- support staff to increase opportunities for children to hear their home language

to support their understanding during daily tasks and activities

- support staff to challenge the most-able, pre-school children during daily interactions and activities so they can progress to the highest level.

Setting details

Unique reference number	EY484523
Local authority	Derby
Inspection number	10276602
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	45
Number of children on roll	74
Name of registered person	Fisher Whatmoor Ltd
Registered person unique reference number	RP534223
Telephone number	01332 987686 or 07783853584
Date of previous inspection	24 July 2017

Information about this early years setting

Sunny Days Nursery registered in 2015 and is based in Derby. The nursery employs 12 members of childcare staff. Of these, nine hold an appropriate childcare qualification at level 3 and one holds a level 6. The nursery opens from Monday to Friday all year round, only closing on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

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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