

Inspection of Sunshine Day Nursery

9 Heathfield Road, Croydon, Surrey CR0 1EY

Inspection date: 16 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery confident and happy. They are welcomed cheerfully by staff, who form strong bonds with children. As staff settle children into their room, they talk to them about what they are going to do during the day, which excites children. Children talk at length about the activities that they have been doing at the nursery. For instance, they learn about sea animals and can identify which ones are carnivores.

Staff choose to read 'The Tiger Who Came to Tea' with children. Children are familiar with this book and can retell parts of the story. Staff set up an activity for children to diffuse teabags in water, to enhance children's learning. Children listen to instructions well. They observe and describe what happens to different teabags when they put them into water. For instance, children describe the changes in colour and smell. Staff have high expectations of all children. They have quality interactions with children, which supports them to learn and use new vocabulary.

Children form positive friendships with their peers. For example, they dress up and role play together. Staff set up a washing line to encourage children to practise hanging clothes from it, using pegs. Children develop their imaginations. They take the clothes down, pretend to iron them and dress dolls, with some support.

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

- Leaders plan what they want children to learn through an ambitious curriculum. They share this successfully with all staff. For instance, staff focus on younger children naming and learning different body parts. They sit with children looking at mirrors. Staff point at key features as children bathe dolls, asking them to wash their 'feet'.
- Staff have a strong knowledge of the children in their care. They are aware of children's next steps in development. Where staff identify gaps in children's learning, they are quick to plan additional intervention to support children's learning. They plan small-group activities and games to help improve children's focus and attention. Staff monitor children's progress and share this information with parents.
- Children of all ages are kind to others and demonstrate a good understanding of social rules. Young babies use Makaton to sign 'thank you' to staff. Staff model taking turns during small-group activities with toddlers, who remain focused and wait for their turn. Older children line up and wait for their turn when washing their hands. At mealtimes, staff talk to children about good table manners and praise them.
- Generally, children behave well. However, at certain points of the day, children have to wait for long periods. For instance, while getting ready to play in the

garden, young children can become frustrated with the wait times and become upset. Some older children get bored of sitting and waiting after mealtimes, and some children become disengaged in their learning.

- Staff provide children with many opportunities to develop their independence. At mealtimes, staff encourage older children to serve their own food and feed themselves using utensils. Staff talk to children about the warmer weather. Children learn about wearing their hats outside and filling their bottles with drinking water. Babies are excited when they are asked to bring their coats for the garden and proudly identify their belongings.
- Leaders engage well with the staff team. They are beginning to enhance staff's training beyond mandatory training. For example, some staff have received training on well-being, which has supported them to monitor their workload and pressures. Other staff have attended equality and diversity training. This has helped them to promote diversity in the curriculum.
- Partnership with parents is strong. Parents say that they are happy with the interactions between their children and staff. If parents have any concerns, they say that they can talk to all staff and leaders, who respond swiftly. Leaders and staff share information about children's learning and progress with parents. They regularly provide ideas for children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff supervise children well and risk assess the activities set out for children. Staff have up-to-date training of child protection and can identify the signs of abuse. They are aware of the procedures they must follow to report concerns to the designated safeguarding lead and external agencies. Staff understand the impact of abuse and long-term neglect. Leaders ensure that they check the suitability of the new staff who they employ and carry out ongoing suitability checks for existing staff.

What does the setting need to do to improve?

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

- organise daily routines more effectively to prevent children from waiting too long and becoming frustrated and disengaged.

Setting details

Unique reference number	2519726
Local authority	Croydon
Inspection number	10287237
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	0 to 4
Total number of places	36
Number of children on roll	60
Name of registered person	Koorjee, Tazim
Registered person unique reference number	2519725
Telephone number	07870347144
Date of previous inspection	8 December 2021

Information about this early years setting

Sunshine Day Nursery registered in 2019 and is located in the London Borough of Croydon. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery employs 11 members of staff. Of these, eight hold childcare qualifications at level 3, and two hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Davinder Dhaliwal

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 staff and has taken that into account in their evaluation of the nursery.
- The provider, the manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and parents spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to children to find out about their time at 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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