

Inspection of The Sunshine Day Nursery

O'Neill Drive, Peterlee SR8 5UD

Inspection date: 26 May 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 thrive in a positive and happy environment at this very friendly and inclusive nursery. They form close bonds with staff, who are caring, supportive and kind. There is strong support for children's personal, social and emotional development. Staff praise and encourage children. They carefully keep aside children's pictures and encourage them to show off their achievements to their friends at the end of the session. This helps to raise children's confidence and self-esteem. Secure daily routines help children to settle well. Children are encouraged to sign themselves into the setting at the beginning of the day. This helps them to feel a sense of inclusion and belonging.

Staff support children's growing independence well. Children learn how to put on their coats and hats. Staff support them to use cutlery safely, drink carefully from open cups and pour their own drinks at mealtimes. There is good support for children's physical development. Children stretch, roll and run during movement sessions in the nursery's enclosed garden. They develop strength and balance as they touch their toes and balance on one leg. Children enjoy rich opportunities daily for fresh air and exercise. They are active, curious and motivated to learn.

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

- Staff know children individually very well. They plan exciting and challenging activities that they know will interest and motivate them. For example, staff value children's interests by encouraging them to draw pictures of insects and share stories about dinosaurs.
- There is a very good balance throughout the day between children playing independently and taking part in more focused, small-group activities. Children are busy and engaged in their play as they cook, mix, fill and make marks with water, dough, sand and ice.
- Partnership working is a strength of the setting. There is very good support for children with special educational needs and/or disabilities. Staff work closely with other professionals in education and health to help to provide a consistent approach to support children's learning and development.
- Staff talk to children about their emotions and promote positive behaviour. They teach them to take turns in group games and to be kind to their friends. However, staff do not always settle children at the beginning of group sessions, in order to help them to be ready to listen and learn.
- Staff introduce new vocabulary through singing, stories and rhymes. They include props and puppets to help engage children in storytelling. Staff use favourite books as starting points for further exciting activities.
- Staff use additional funding to help children to develop skills with their hands and fingers. For example, children take part in workshops, where they learn how

to use scissors, fasten buttons and knead dough. Children have fun pinching spaghetti with tweezers and filling scoops with pasta.

- Children have very good opportunities to learn about life and lives outside the setting. This includes trips to a local care home where children enjoy meeting the residents. Children enjoy trips to the park, library and local shops. Staff plan visits to places children show interest in, such as a trip to the local bus station.
- Parents have high praise for the nursery and its manager and staff. They say they feel well informed about what their children do and are very pleased with the progress which they make.
- Parents enjoy opportunities to be involved in their children's learning. For example, they take part in stay-and-play events, where children make gingerbread with their parents and grandparents. When children enjoy planting at nursery, staff send sunflower seeds home with them to grow them with their families.
- Children benefit from nutritious, homemade meals and snacks. Staff encourage them to try new foods and to brush their teeth after eating. Parents are asked their views on menus that are planned, in line with healthy eating guidelines.
- The experienced manager provides strong support for her staff team through meetings, observations and feedback. She encourages their professional development through impactful opportunities for training, for example, on children's mental health.
- The dedicated staff work together very well. They reflect thoughtfully on the experiences for children and their families and use this to plan continuous improvements. The manager and staff are passionate about the service that they provide and put children at the centre of everything they do.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know what might concern them about a child in terms of safeguarding. They know who to contact and the processes to take to help keep children safe. The manager has a thorough understanding of her role and responsibilities in relation to keeping children safe. This includes a range of aspects of safeguarding. All staff complete training in child protection and food hygiene. They have a good general awareness of how to keep children safe on a daily basis. The nursery's entrance is secure. Staff use a password system to help ensure the safe collection of children.

What does the setting need to do to improve?

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

- develop ways to support and settle children at the beginning of group sessions, in order to help them to be ready to listen and learn.

Setting details

Unique reference number	EY136884
Local authority	Durham
Inspection number	10279978
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 10
Total number of places	66
Number of children on roll	114
Name of registered person	Katherine Hardman & Anne Arrowsmith Partnership
Registered person unique reference number	RP909680
Telephone number	0191 586 9222
Date of previous inspection	5 September 2017

Information about this early years setting

The Sunshine Day Nursery registered in 2001 and is located in Peterlee. The nursery employs 22 members of childcare staff. Of these, 15 hold qualifications at level 3 or above, including one at level 6 and one with qualified teacher status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Foers

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 setting.
- The manager discussed with the inspector how staff organise and plan the curriculum and experiences for children. The inspector viewed the inside and outside space used by the nursery.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the nursery's documents. This included evidence of training and suitability of staff.
- The inspector held discussions with the manager and staff. She took account of the views of parents.

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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