

Inspection of My Sunshine Day Nursery and Pre-School Barnes

99, White Hart Lane, Barnes, London SW13 0JL

Inspection date: 14 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have a dedicated key person who is responsible for meeting their individual needs. This helps them to build positive relationships with staff and feel safe at nursery. Children receive high-quality care that promotes their individuality, giving them a high level of emotional security. Through the curriculum, children develop a good understanding of how to share and take turns. They are learning to express their feelings and emotions using words. For example, during a group activity, pre-school children are able to say what makes them happy and sad.

Children benefit from the well-resourced and stimulating environment. They are happy and motivated to play. Children are developing their vocabulary well, such as through songs and rhymes. They, especially babies, delight in listening to stories being read to them. Children gain high levels of social skills, playing and chatting to their friends. They go out on a daily basis, for example, to observe vehicles and forms of transport in their area. This promotes children's understanding of their surroundings. Children experience a wide range of extra-curricular activities that complements their learning. For instance, they hear other languages, such as French, which raises their awareness of similarities and differences between people.

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

- The provider is professional and ambitious for all children, including those with special educational needs and/or disabilities. She is highly proactive in supporting families who are disadvantaged to ensure that children are getting a good start to their education.
- Staff have high expectations for children's learning. They observe and assess regularly what children know to plan a broad and ambitious curriculum. As a result, children make significant progress from their various starting points. However, the curriculum for outdoor learning is not implemented as effectively as possible. This does not build on the experiences for children who learn best outdoors.
- Staff share the provider's desire for children to become independent and confident learners. They recognise that the curriculum for enhancing the learning of older and most-able children is not yet fully embedded. This prevents staff from challenging this group of children to reach their very highest potential.
- Staff report that the provider supports and guides them well. They know that the provider has a high regard for their welfare. In addition, staff talk about the opportunities to enhance their knowledge and skills. For example, following training, they have learned how to manage children's behaviour more effectively. This has had a positive impact, particularly on younger children's concentration span.

- Staff praise children's efforts and achievements in a meaningful way. This supports children's emotional well-being effectively.
- Children learn to lead a healthy lifestyle. For example, they follow good hygiene practices to protect themselves from infectious illnesses. Children are able to exercise and rest when needed. Healthy snacks and meals also contribute to children's good health.
- Parents and grandparents are very positive about the nursery. They find staff 'care deeply about the children and their needs'. This partnership has a good effect on children's learning and development.
- Staff have strong links with other professionals, such as speech and language therapists. This enables them to work collaboratively to address gaps in children's learning as quickly as possible. In addition, staff invite school teachers, where children will be attending, to visit the nursery. This practice helps children to make the move between nursery and school a more positive experience for them.
- The self-evaluation process is evident. The provider reflects on their teaching practice consistently for the benefit of the children. For example, she has identified the need to review how staff can best manage periods of change throughout the daily routine.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows robust recruitment and induction procedures when appointing staff to protect children's welfare. She deploys staff well, so that children are safe and secure. Staff are vigilant in their supervision of children, including when they are on an outing. They are good at teaching children how to keep themselves safe, such as when crossing the road. Staff are aware of the possible indicators that a child may be at risk of harm, including if they are being exposed to extremist behaviour. They talk confidently about how to report any concerns they may have to relevant agencies.

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 plan outdoor activities to ensure that they are more precisely focused and sequenced
- continue to challenge children's learning, particularly those who are older and most able, to extend their knowledge and skills to the highest level.

Setting details

Unique reference number	2636679
Local authority	Richmond Upon Thames
Inspection number	10295684
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	55
Number of children on roll	81
Name of registered person	Trilium Limited
Registered person unique reference number	RP558023
Telephone number	02035837978
Date of previous inspection	Not applicable

Information about this early years setting

My Sunshine Day Nursery and Pre-School Barnes registered in 2021 and it is located in the London Borough of Richmond Upon Thames. The nursery is open from 7.30am until 6.30pm, Monday to Friday, for 51 weeks of the year. Three staff members, including the provider, hold a level 6 qualification, one member of staff holds a level 5 qualification, and 12 hold childcare qualifications at level 1, 2 or 3. The nursery offers funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 provider showed the inspector around the nursery and explained how staff plan their early years curriculum.
- The inspector held several meetings with the provider to discuss leadership and management matters. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents and grandparents shared their views with the inspector through verbal and written feedback.
- Staff and children talked to the inspector at appropriate times during the inspection.
- The inspector completed two joint observations with the provider. They evaluated the impact of the activities on children's learning.
- The inspector accompanied staff and children on their outing to a local playground. She observed staff's interactions with the children and how they keep them safe.

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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