

Inspection of Sunnybrow

Sunny Brow, Elmhurst, Bankfield, KENDAL, Cumbria LA9 5DR

Inspection date: 24 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The manager and staff team plan and implement a highly effective curriculum. This enables children throughout the nursery to follow their interests, embed their knowledge and progress towards highly ambitious outcomes. Staff support children's exceptional desire for learning. They enable them to experience the awe and wonder of the world in which they live. An impressive commitment to inclusion helps to ensure that all children, particularly those with special educational needs and/or disabilities (SEND), have full access to their early education entitlement.

Children flourish due to the close and consistent relationships established with long-standing staff. These secure attachments help children to settle easily so that they are ready for learning quickly. Children are happy, focused, curious and active. Staff help children to remember what they already know. For example, during role play outdoors, children confidently explain what to do if there is a fire and how to contact the emergency services. Staff instil high levels of confidence in children, which supports their exemplary behaviour. For example, they provide children with gentle reminders of the amount of time left to play before they must return indoors. This allows them to finish what they are doing so that they can move on independently. Staff also help children to understand routines. For example, children confidently tell visitors to line up and be counted, so they are not left behind. Children are developing the knowledge and attitudes needed to give them the very best start in life.

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

- The experienced and highly motivated manager is passionate about constantly providing high-quality care and learning for all children. She competently leads by example, which helps to instil this ethos in her staff team. Since the previous inspection, the new manager has provided robust support and direction. This has enabled all staff to fully contribute to the development of the provision. The manager prioritises staff's ongoing professional development. Her meticulous approach has contributed to significant improvements in the delivery of the curriculum.
- Staff provide highly effective support for children with SEND. They identify gaps in development at an early stage. Staff have an exceptional knowledge of children's individual needs. They implement targeted strategies swiftly. This ensures that children get the best support possible while referrals for additional help and funding are in progress. Staff work very closely with parents and other professionals, which helps to ensure that children make the best progress possible.
- Staff are dedicated to improving children's communication and language. They plan specific ways to enrich children's speaking. For example, as babies and

toddlers explore a range of small vehicles, staff introduce specific word sounds, such as 'zoom' and 'brum', which enhance children's oral development. Staff broaden children's vocabulary further. For example, they introduce different concepts, such as 'under' and 'over', while weaving cellophane over the table. As they swirl paint on paper, the children watch them in awe. Children become highly confident communicators.

- A love of books and stories is strongly promoted. Staff use a variety of stories, songs and rhymes to promote literacy. Children happily spend 'oodles' of time looking at books, indoors and outdoors. They show great excitement as they choose books to read with staff during circle time. Children also share special moments with parents while choosing books to read at home.
- Children are exceptionally well behaved and show high levels of respect for others. Staff have very high expectations, which are reinforced and embedded through all activities. They consistently encourage children to be independent. Staff also enable children to persevere at a chosen task before they offer support. Children develop highly positive attitudes to their play and learning.
- The curriculum is highly effective in helping children understand the importance of maintaining a healthy lifestyle. Children learn about their bodies and how to eat healthily. Staff expertly and continuously build on children's physical skills. For example, they support babies to balance safely using soft play equipment. They help toddlers progress from sitting on wheeled toys to peddling them around the garden. By the time children reach pre-school, they can balance on tyres and manage obstacle courses with skill.
- Staff establish strong partnerships with parents, who highly recommend the nursery provision. Parents are highly complimentary of the professionalism and support that they continuously receive. This has been particularly successful in helping parents to manage children's toilet training and oral health. Additionally, parents are very thankful for the time taken by staff to help them settle children and to engage with specialist services when needed.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate a thorough understanding of safeguarding. They know the signs and symptoms of abuse and who to report their concerns to. Designated safeguarding lead practitioners provide excellent support to staff. They make sure that staff undertake regular training and ensure their knowledge is checked through, for example, regular quizzes and discussions. Staff ensure that the premises are safe and secure at all times. They make risk assessments of all the areas where children play and give high priority to teaching children how to keep themselves safe. For example, children learn about road safety and how to evacuate the building in the event of a fire.

Setting details

Unique reference number	EY500609
Local authority	Westmorland and Furness
Inspection number	10316118
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 3
Total number of places	92
Number of children on roll	194
Name of registered person	Sunny Brow Day Care Ltd
Registered person unique reference number	RP901185
Telephone number	01539 729437
Date of previous inspection	8 August 2018

Information about this early years setting

Sunnybrow registered in 2016. The nursery is located in Kendal and opens each weekday, from 8am to 5.45pm, all year round. In total, 28 staff work at the nursery, 23 of whom hold a relevant early years qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carys Millican

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 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 talked to staff at appropriate times during the inspection and took account of their views
- 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 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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