

Inspection of Sunnyside at Sunstreet

Sun Street Centre, Sun Street, Reading RG1 3JX

Inspection date: 2 May 2024

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

The curriculum is ambitious for all children. Staff have a strong focus on developing children's independence, personal, social and emotional skills. Children who attend the nursery are two years of age, and staff aim to help them develop the skills they need to confidently transition into a local pre-school or nursery at the age of three.

Staff spend quality time getting to know children and their families. This helps to build a foundation of trust and respect right from the outset. Children demonstrate strong bonds with staff. They confidently separate from their parents without hesitation. They enthusiastically explore the wide range of learning experiences staff provide. For example, they eagerly hunt for hidden objects in the sand. They show good matching skills and successfully link them to corresponding pictures. Staff are patient, calm and consistently reinforce positive behaviour. Children listen and respond to instructions from staff. They show kindness and consideration to their peers. For example, they work together to build towers and express delight as they see them come crashing back down. Staff praise children for their achievements, which helps to build on their self-esteem.

Children benefit from first-hand experiences that support them in discovering their local community. For instance, they delight in regular walks to feed the ducks and outings to the park and library. They enjoy visits to groups within the onsite children's centre. This provides children with meaningful opportunities to socialise with others.

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

- Staff accurately assess children's development and know what they want them to learn. They are highly motivated and enthusiastically join in children's play. Staff repeat sounds clearly and provide a narrative as children engage in their activities. However, in their enthusiasm, staff do not adapt their teaching to consistently target and build on the developing speech and language skills of all children. For example, at times, they are a little directive and do not encourage those more verbal children to think about and use words in context. This would help build on children's understanding and use of vocabulary, to ensure they make the best possible progress.
- The manager and her staff team work closely together. They are passionate about making positive improvements and regularly evaluate the provision to help benefit children. The recent extension of the outdoor play area means children have even further space to explore and build on a variety of different skills.
- Staff benefit from continuous professional development. Recent training has helped them reflect on the different ways children learn. The manager regularly monitors staff practice and is tuned into their welfare needs. Staff comment the

manager supports them highly effectively.

- There are many opportunities for children to develop their physical skills. Children delight in running around with their friends and clearly enjoy their daily fresh air and exercise. With support from staff, they build on their core strength as they successfully balance and coordinate their way up and across climbing equipment. Staff teach children how to take safe risks, such as how to safely jump off apparatus. Children show a good understanding of personal safety and wait patiently for their turn to get down off the equipment.
- The curriculum intent for children to become independent is embedded highly effectively. Staff provide resources such as mirrors to help children learn how to blow their noses and explain the importance of handwashing. Children pour their own drinks and serve their own healthy snacks. They learn how to use tools safely and cut up their own fruit should they decide to do so. Children are polite to their friends and staff. They use caring words, such as please and thank you.
- Staff embed children's family traditions and backgrounds into the provision. They celebrate children's birthdays and learn about cultural festivals. Children delight in sharing their favourite foods from home, such as through various worldwide cooking activities. This helps children learn about similarities and differences in the wider world.
- There are strong partnerships with parents. As part of getting to know children, staff seek information on children's abilities, such as through home visits. They continue to work closely with parents and keep them well informed about their children's ongoing progress. Staff provide resources, support and guidance to help parents build on their child's development at home. Collaborative working helps to ensure all children begin their educational journey with a passion for learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen teaching to target and extend children's developing speech, vocabulary and language skills even further.

Setting details

Unique reference number	2667306
Local authority	Reading
Inspection number	10335631
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	8
Number of children on roll	3
Name of registered person	Brighter Futures For Children Limited
Registered person unique reference number	RP563486
Telephone number	07966801878
Date of previous inspection	Not applicable

Information about this early years setting

Sunnyside at Sunstreet registered in 2021. The nursery operates within East Reading Children's Centre, Reading, Berkshire. The nursery is open Monday to Friday, from 9.15am to 12.15pm, term time only. The nursery employs three permanent members of staff and, when required, agency staff members. All members of permanent and agency staff working within the setting hold relevant childcare qualifications at level 3. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector

Jane Franks

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 about their curriculum and what they want their children to learn.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors. She assessed the impact this has on children's learning.
- Parents shared their views through discussion and the inspector took account of all feedback received.
- During the inspection, the inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- A joint observation was completed and discussed with the manager.
- The inspector spoke with a senior manager, staff and children at suitable times throughout the inspection.

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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