

Inspection of Sunhill Early Learning Peckham

Unit A-B, 4 Sternhall Lane, Southwark, London SE15 4NT

Inspection date: 28 May 2024

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

Staff provide a broad and balanced curriculum which enables children to make good progress in their learning and development. Staff know the children's interests and use these to engage them in meaningful learning. Older children are particularly interested in dinosaurs, so staff ensure that children can access reference books alongside their play to refer to. Children make dinosaur moulds from dough and are keen to identify which dinosaur they have made using reference books where they identify key features.

Staff are kind and considerate towards children. Babies build confidence as they explore their environment. They laugh as they play peekaboo with staff and show fascination as they reach out to touch their reflections in mirrors. Staff ensure that all children regularly sing songs and rhymes, which builds their language and communication. Babies copy key words and rock from side to side as they sing 'The Wheels on the Bus'.

Children have positive attitudes to learning. They are sociable and confidently talk about what they like doing at the setting. Children behave well as staff set clear boundaries and support children to consider the impact of their behaviour. Staff help children to reflect on their emotions to support a harmonious environment.

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

- The leadership and management team is enthusiastic and committed to making improvements. There has been a focus on evaluating the setting to ensure that children have improved learning opportunities and staff well-being is supported. The creation of the 'indoor/outdoor' area has provided children with a stimulating space where they can develop their physical skills and explore nature through planting activities.
- Staff have good opportunities to develop their own skills and abilities. The leadership team places good focus on staff training and ensures that all staff keep their knowledge up to date. Leaders are good role models for staff and provide effective coaching and mentoring.
- Children are confident in their language and communication. Staff take time to listen to children and support them to express their ideas and thoughts. Staff show interest as children talk about their own experiences. During the morning welcome session, children show pride as their name is sung, which supports their emotional well-being.
- The arrangements to support children with special educational needs and/or disabilities are effective. Although the setting is in the process of recruiting a full-time special educational needs coordinator, there are appropriate interim arrangements in place. Staff work closely with parents and other professionals to

ensure that children receive early help at the earliest opportunity.

- Children are inquisitive learners and develop a range of skills. Children of all ages particularly like sensory play. Older children learn early mathematics skills, such as using weights and measures as they make dough. Babies love exploring the sand and water trays and develop increased confidence as they transport substances between containers.
- Staff generally know the children well and identify how children's learning can be sequenced to support their progress. However, some children in the baby room have been without their identified key person for a prolonged period of time. Leaders have not ensured that there are contingency arrangements in these circumstances, which means there is some lack of oversight of monitoring children's development.
- Although there is no designated outdoor play area, all children have daily opportunities to go on outings to explore the outdoors. Staff make best use of outings to support children's learning. For example, older children learn about construction and identify numbers in the environment.
- Children are provided with a good range of nutritious and healthy meals and snacks. They thoroughly enjoy their freshly cooked lunch and there are safe arrangements in place to meet their dietary needs.
- Overall, parents are happy with the care provided to their children. They say their children are happy to come into the setting and go home happy. Although parents say staff are friendly and approachable, some parents have not been kept updated about their child's key person. Additionally, some parents receive a lack of information about how they can build on children's learning at home.

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:

- improve the key-person arrangements for the babies to ensure that each child has an identified person to oversee their care and progress in the absence of their own key person
- develop partnerships with parents to ensure that all parents are aware of who their child's key person is and how to build their child's continued learning at home.

Setting details

Unique reference number	2570819
Local authority	Southwark
Inspection number	10332614
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	77
Number of children on roll	51
Name of registered person	Sunhill Daycare (Europe) Limited
Registered person unique reference number	RP519019
Telephone number	020 7277 8016
Date of previous inspection	2 September 2022

Information about this early years setting

Sunhill Early Learning Peckham registered in 2019. It is situated in the London Borough of Southwark. The setting is open Monday to Friday, from 7.30am to 6.30pm, all year round. There are 15 childcare staff. Of these, one holds qualified teacher status and 12 hold qualifications at levels 2, 3 and 6. The setting provides funded early education to children aged two, three and four years.

Information about this inspection

Inspector

Laura Brewer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together. The deputy explained how the curriculum is planned and the intentions for children's learning.
- The inspector observed teaching practices across all age ranges and considered the impact these have on children's learning.
- The inspector held discussions with the deputy, staff and members of the leadership team and gained feedback from parents.
- The deputy and the inspector carried out a joint observation within the older children's unit.
- The inspector sampled some of the setting's documentation, including records to support how children's dietary needs are accommodated.

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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