

Inspection of Sunnydale Nursery

1 Sunnydale, Northfield Lane, Mansfield, Nottinghamshire NG19 8NX

Inspection date: 11 July 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Outdoor play and learning are central to the effective curriculum devised by leaders and staff. Parents and staff embrace and value the learning opportunities the outdoors brings to children. From an early age, children learn about how to take care of themselves when they play. They show concern for their peers if they think they are going to get hurt. Staff teach children how to climb safely on a range of unusual objects, starting with babies negotiating low-level obstacles when they crawl. Older children independently climb up onto tyres and then confidently jump off. All this is achieved through children being trusted by staff to work things out and assess risks for themselves. Children develop high levels of confidence in their own ability, knowing that an adult is on hand to give advice or practical support if they need it.

Staff have a deep knowledge and understanding of how young children learn. They never underestimate what a child can achieve. They have high aspirations for all children. Children are captivated by staff as they fully immerse themselves in children's play. Staff know how to break down tasks for children into manageable activities that eventually will lead to completing a full task, such as dressing themselves. For example, they show babies how to put their toes into their shoes as a first step to putting on their own shoes. Older children can dress themselves fully in splash suits and wellies ready for outdoor play. Children who have special educational needs and/or disabilities (SEND) have special plans with their learning aims broken down into achievable steps for them to practise and build on over time. This approach has proved highly successful for children with SEND.

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

- Staff use their detailed understanding of how children develop to create a range of different and exciting environments. These entice children to explore and investigate their surroundings. Staff are alert and notice when children are interested in something or are engrossed in play. They carefully observe the children and know just when to interact to extend or enhance the children's learning. They may introduce a new piece of equipment or extra challenge. For example, toddlers cutting up bananas for their snack were then shown how to peel an orange and had a go themselves using a different set of skills. They learned not to squeeze the orange too tightly or dig in too deeply with their fingers.
- Children show high levels of curiosity, even in the smallest of objects, such as flower petals or patterns they find on stones. Staff embrace this and use it with skill to introduce children to new information and new vocabulary. Staff notice that children are investigating blackberries growing on a bramble bush and immediately recognise this an opportunity to extend the learning. They use

carefully crafted questions to invite children to think and predict what may happen with the blackberries. They ask children, 'What do you think will happen?', before children squeeze a blackberry. Children share their thoughts and ideas with great enthusiasm and use the language they have just heard the staff member use.

- Children thrive on the freedom they have. Older children nestle in long grass as they play hide and seek with the guidance of staff. With practise, they learn the rules of the game and continue to play with each other without the need of staff help. Babies delight in sitting in a tub of water while fully clothed. Staff encourage them to explore the feel of the cold water and to watch what happens when they splash. The babies are mesmerised by the flowers floating next to them, which staff have placed in the water. Staff repeatedly use single words in line with the curriculum intent for babies so they can copy and develop the sounds they will later use for speaking.
- Throughout the nursery, staff are adept at identifying opportunities to develop children's communication and language. During group times, children listen intently to stories, which staff read with clarity and enthusiasm. Children become engrossed in the stories and are desperate to find out what happens next. Staff are highly skilled storytellers who involve the children in the story they are reading. They ask children meaningful questions that children can relate back to their own experiences. For example, when a greedy rabbit in a story wants to eat all of the chocolate, children talk about getting tummy ache and can describe how that would make them feel.
- Staff and children are all treated with respect and courtesy. Their learning and well-being is top of the manager's priorities. Learning opportunities for staff are carefully selected to meet the needs of the staff member and the nursery. For example, staff have taken on lead roles and are accessing specialised training to support them, including attending special educational needs coordinator (SENCo) training to deepen their knowledge of the role, the responsibilities and legislation governing work with children with SEND.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY501208
Local authority	Nottinghamshire County Council
Inspection number	10337204
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	46
Number of children on roll	82
Name of registered person	Sunnydale Nursery Ltd
Registered person unique reference number	RP911012
Telephone number	01623652310
Date of previous inspection	8 August 2018

Information about this early years setting

Sunnydale Nursery registered in 2016. The nursery employs 16 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 5, 10 hold appropriate early years qualifications at level 3, one holds an appropriate early years qualification at level 2 and three are unqualified apprentices. The nursery opens from Monday to Friday all year round, except for bank holidays and for one week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Joanne Smith

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 nominated individual/manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector assessed the quality of education indoors and outdoors and assessed the impact it was having on children's learning.
- The nominated individual/manager and the inspector carried out a joint observation of a spontaneous activity in the forest school area.
- Parents shared their views on the setting with the inspector.
- The nominated individual/manager showed the inspector documentation to demonstrate the suitability of staff.

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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