

Inspection of The Sunshine Centre

The Sunshine Centre, Edmunds Road, BANBURY, Oxfordshire OX16 0PJ

Inspection date: 14 May 2025

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

What is it like to attend this early years setting?

The provision is good

Leaders have made significant improvements since the last inspection. Through reflective practice and ongoing professional development, they have developed staff skills and practice to support best outcomes for children.

Children are happy, curious and confident at nursery. They are quick to engage in a range of interesting and inviting activities that have been carefully planned to meet the interests and needs of children. Children focus for good periods of time in activities developing their skills in collaborative play and learning. Children are kind and respectful to their friends and the adults caring for them. Staff praise and encourage positive behaviour and set clear expectations of the children's attitude towards their learning. Through interactions and conversation, staff help children begin to manage their emotions and this supports them in building friendships with others.

Staff encourage and effectively support children's communication and language development. Children begin to learn sign language and new vocabulary through a range of activities. For example, children learn about insects and life cycles. Staff teach children about the life cycle of caterpillars. Children observe and talk about their caterpillars and what will happen next. Staff use descriptive language and ask questions that support children's thinking skills and build their understanding of language and new words to describe what they can see.

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

- Leaders have a clear and ambitious vision of what they want children to learn. They support staff in developing their curriculum to plan and provide a range of learning opportunities that support children's interests. Children engage and focus in independent play and adult-led activities. They show enthusiasm and joy as they engage in their learning with staff and their friends.
- Leaders have constructed a sequenced and effective curriculum that is understood and build on children's skills and abilities as they progress through the nursery. Staff work together to support children's transitions. They share key information that helps them to continually support their emotional development and their current learning goals, building on and developing their next steps. However, at times, during small group activities staff do not consistently adapt their teaching to meet the individual needs of the children engaged in the activity. This does not consistently support children to build on their next steps in learning.
- Staff know how to support children with special educational needs and/or disabilities (SEND) effectively. For example, during a group activity they provide the support and guidance to enable all children to engage and focus on their

play. Children learn to take turns and focus for periods of time building relationships with others. However, leaders do not consistently support staff to monitor and assess children's progress closely and precisely, so they know that the teaching they provide is having a positive impact.

- Communication and language development is a priority in the setting. Staff have developed their skills and understanding of language development to provide the interactions and conversations that model and support children to learn new vocabulary. Staff model conversation and children learn communication is a two-way interaction of speaking and listening.
- Staff support children's development of early literacy skills through storytelling, creative and imaginative play. For example, pre-school children explore shaving foam and staff encourage them to talk about and describe its texture and the marks they can make in the foam. Children make good progress in this area of their development. For example, some children are beginning to make the shapes of some of the letters in their names.
- Staff place a strong emphasis on positive behaviour and mutual respect. They support children in managing behaviour through modelling positive behaviour and attitudes. For example, when children begin to lose focus and run through the room staff are polite and caring when explaining why it is safer to walk through the room and help redirect play to meet their needs. Children behave well and show positive attitudes to their learning. They engage and focus on the chosen activities and are polite and respectful when sharing and turn taking with their friends.
- Leaders value strong partnerships with parents, ensuring open communication about children's progress. They share regular feedback and progress reports, helping parents know how they can support further 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:

- strengthen teaching to offer more precisely targeted support for children's individual learning and next steps
- enhance strategies for monitoring children's progress, particularly for those with SEND, to help them consistently make the progress they are capable of.

Setting details

Unique reference number	EY338625
Local authority	Oxfordshire
Inspection number	10358139
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 4
Total number of places	91
Number of children on roll	87
Name of registered person	The Sunshine Centre
Registered person unique reference number	RP518096
Telephone number	01295 276769
Date of previous inspection	18 June 2024

Information about this early years setting

The Sunshine Centre registered in 2006. It is located in Banbury, Oxfordshire. The nursery opens from 8am to 6pm, Monday to Friday, throughout the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs 24 members of staff, of whom 14 hold relevant childcare qualifications.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector and the manager carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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