

Inspection of Sunnyfields Day Nursery (Orpington)

33 Knoll Rise, ORPINGTON, Kent BR6 0EJ

Inspection date: 24 March 2023

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

Children within this safe setting are happy and content. They have formed strong attachments with staff and this helps them to feel secure. Children are absorbed and focused in their play. The curriculum enables children to explore their interests and engage in purposeful play and learning. Children are curious and eager to share their knowledge. For example, children hold their windmills up to display, and explain how the wind makes the tops spin while playing in the garden.

Behaviour of children is good. Children form friendships and play cooperatively together. Children understand the rules and boundaries of the setting. They understand the need to share resources, and are beginning to negotiate conflict independently.

Children are developing good independence skills. During snack, they use tongs to select which fruits they would like to eat. Toddlers begin to pour their own drinks. Pre-school children put their shoes and coats on ready for the garden. Children are resilient; they try hard to complete tasks, trying alternatives before seeking help if needed.

The setting works with parents and the local authority to support children with special educational needs and/or disabilities. Staff use visual routines to support children to understand what happens next. A dedicated sensory area allows children a quiet space to come if they feel overwhelmed.

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

- Leaders and the manager are ambitious. They have a clear vision to provide children with a rich and varied curriculum. Staff know their key children well. They talk confidently of their starting points and the progress they have made. Staff set clear next steps which helps to prepare children for their next stage in learning.
- Leaders and the manager construct a well-designed curriculum to support the development of children's communication and language. However, this is not implemented consistently across the setting. At times, staff miss opportunities to further develop children's vocabulary through rhyme and repetition. On a few occasions, when children mispronounce words, staff do not model and teach children how to pronounce the words correctly.
- Staff are respectful to the individual care routines of babies and young children. Staff ask children if they can wipe their noses or change their nappies. Staff use sign language alongside words to give children other ways to express themselves.
- The manager and staff provide children with opportunities to learn about healthy

lifestyles. Children enjoy freshly prepared meals and snacks. Children take part in daily physical activities, such as 'Boogie Mites' sessions to move their bodies in a variety of ways.

- Children enjoy exploring the outside garden space. However, in the pre-school room, the transition between play inside and out can be chaotic. At times, children wait for long periods of time, and the current method does not meet the needs of all children. Children become bored as they wait for their turn.
- Partnership with parents is good. Most parents are happy with the level of communication they receive about their children's learning and development. Staff keep parents informed about what is happening within the setting through an app, daily verbal feedback and a termly newsletter. Parents report that they value the caring and approachable staff.
- The setting celebrates the diversity of the children, their families and staff. Home learning celebrating the heritage of children is displayed within the foyer. Staff use the home languages of children to help them settle and build trusting relationships. Children are respectful and learn to value the views and opinions of others.
- Children have positive attitudes to learning. Staff support children to understand and manage their own feelings. Children understand the impact their actions can have on others.
- The manager is reflective. Regular feedback is sought from parents and carers. Staff reflect on how children engage in learning experiences to help them evaluate what works well and what could be changed.
- Staff feel supported in their roles. They know where to ask for help and guidance if needed. The manager conducts regular staff meetings, supervisions and appraisals to monitor staff practice. Staff are set regular targets to continue to improve and develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the manager ensure that all staff receive safeguarding training upon induction. Training is reviewed yearly to ensure staff's knowledge remains up to date. All staff demonstrate that they have a secure understanding of the different categories of abuse and the signs to be aware of. Staff recognise the need to record and report any concerns without delay. Staff understand the whistleblowing procedure. The manager has a secure knowledge of how to deal with allegations against a staff member. Leaders and the manager support parents with leaflets and information on safety topics, such as keeping children safe online and safety within the home.

What does the setting need to do to improve?

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

- develop all staff's knowledge of how to implement the curriculum for communication and language to ensure all children make even better progress in their language development
- consider how transitions, especially those to and from the garden, can be managed to ensure they meet the needs of all children and that children are not left waiting for sustained periods of time and become bored.

Setting details

Unique reference number	EY247912
Local authority	Bromley
Inspection number	10280593
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	82
Name of registered person	Sunnyfields Day Nurseries Limited
Registered person unique reference number	RP905733
Telephone number	01689 830623
Date of previous inspection	30 August 2017

Information about this early years setting

Sunnyfields Day Nursery (Orpington) registered in 2014. It is located in Orpington, Kent. The nursery is open Monday to Friday, from 7.30am until 6.30pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 14 members of staff, of whom 12 hold a relevant early years qualification at level 2 or above.

Information about this inspection

Inspector

Natalie OLeary

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.
- Children spoke to the inspector during the inspection.
- 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 on children's learning.
- The inspector spoke with leaders and the manager about the leadership and management of the setting.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- 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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