

# Inspection of My Sunshine Day Nursery & Pre-School

35 Lower Richmond Road, London, Surrey SW14 7EZ

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Inspection date: 23 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Babies and children appear excited and eager for the day to begin. They are greeted by familiar adults and settle quickly, receiving caring interactions from staff.

Children experience an enriching curriculum. Staff skillfully plan for children's interests alongside their individual needs. Babies share a love of books and rhymes with enthusiastic key people. Toddlers delight in playing with dinosaurs and acting out a variety of different animal sounds, while older children engage in conversations about events that have happened at nursery. Children make links within the nursery and home. They talk to each other about the herbs in the garden being the same as those their parent uses at home to cook with. All children, including those with special educational needs and/or disabilities (SEND), make secure progress from their starting points. Children develop good communication skills and are well prepared for the next stage in learning.

Children's behaviours and attitudes are exemplary. Staff have high expectations of the children at this nursery. Children are polite, considerate, and supportive of one another. There is a mutual understanding of respect across the nursery. Older children are encouraged to manage conflict and find resolution with their friends. As a result, they are able to understand and follow age-appropriate boundaries asked of them.

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

- Leaders and managers have a well-thought-out plan for improvement for the nursery. They spend time across all rooms to lead by example. They reflect on practice and provide staff, children and parents with the opportunity to contribute to future plans.
- Language is modelled consistently across the setting. Children have effective communication skills, including those who speak English as an additional language. Dialogue between staff and children is of high quality and creates sustained shared thinking.
- Children with SEND make good progress in their learning. Staff have plans in place to support their development. The SEND coordinator works with parents and external agencies to ensure children get the support they need.
- The nursery has an enriching curriculum. Staff know what they want children to learn and consider the impact of their teaching. Children take part in a wide range of extracurricular activities. For example, they practise yoga in the garden to encourage exercise and good mental health.
- Children are invited to join in with group time to enhance their communication and language skills through books and rhymes. Staff draw children into these

activities, which are exciting and well animated. Babies and children sit with anticipation and wait their turn to take part. However, staff do not maximise children's participation in these activities to ensure that they all have the same opportunities to contribute.

- Babies try new experiences as they explore ice in trays. They dip brushes into melting ice and discover they can make marks. Babies develop early mark-making skills with support from affectionate and encouraging key people. They comment that the ice is 'cold' and are encouraged to use new words as they play.
- Babies' and children's independence skills are fostered from an early age. They freely access tissues to have a go at wiping their own noses and use low-level sinks to wash their hands. Older children risk assess the garden and have opportunities to practise self-help skills throughout the day. They are encouraged to independently access the bathroom and do so with confidence.
- Children have lots of opportunities at mealtimes to discuss healthy eating and habits. They engage in conversation about eating foods that have 'minerals and vitamins'. There is a nutritionally balanced menu and children show delight in eating vegetables, commenting on how 'delicious' the food is.
- Children are well mannered and polite; they say 'please', 'thank you' and 'excuse me' to each other. Children manage their feelings and behaviours exceptionally well. They wait their turn in social situations and manage conflicts with minimal support from adults.
- Children are motivated and demonstrate positive attitudes. They show high levels of perseverance and concentration in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nursery is safe and secure. Leaders and managers ensure there are effective systems in place to check the ongoing suitability of staff working with children. Leaders ensure that all staff have regular and up-to-date training in safeguarding and child protection. Staff understand their responsibility in reporting concerns and know to make referrals to relevant agencies. They understand the importance of safeguarding and can identify how to recognise signs and symptoms of abuse. Children's allergies and intolerances are well managed. Their welfare is protected.

## **What does the setting need to do to improve?**

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

- develop staff skills to maximise participation of children, especially those who are developing their confidence in group activities.

## Setting details

<b>Unique reference number</b>	EY558024
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10190337
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0.7 to 4
<b>Total number of places</b>	103
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	Trilium Limited
<b>Registered person unique reference number</b>	RP558023
<b>Telephone number</b>	02035837978
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

My Sunshine Day Nursery & Pre-School registered in 2018. It is based in Mortlake, in the London Borough of Richmond. The nursery is open Monday to Friday all year round from 8am to 6pm. It provides funded early education for children aged two, three and four years. The nursery employs 20 members of staff, 11 of whom hold appropriate early years qualifications ranging from qualified teacher status to level 2.

## Information about this inspection

### Inspector

Jenna O'Sullivan

## Inspection activities

- The manager, director and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection. They told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the director.
- 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 at the nursery.
- 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 setting.

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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