



## Sunnybank Childrens Nursery Limited



Sunnybank Nursery, 3 Stow Park Avenue, Newport, NP20 4FH



01633 244032



[www.sunnybanknursery.co.uk](http://www.sunnybanknursery.co.uk)

Date(s) of inspection visit(s):

02/06/2025

### Service Information:

Operated by:	Sunnybank Childrens Nursery Ltd
Care Type:	Children's Day Care
Registered places:	83
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

## Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

## Summary:

Children have a strong voice and most confidently communicate with the staff. Nearly all children are happy and enjoy their time at the setting. They show enthusiasm and excitement during their play and have good opportunities to develop their independence skills. Staff are appropriately qualified, kind and nurturing, and have a good understanding of how to keep children safe and healthy. Staff plan, carry out and evaluate activities effectively.

Leaders have effective measures in place to ensure the environment is safe and secure. The environment and facilities are clean, well maintained and provide a wide range of good quality resources, toys, and equipment. Staff use outside areas effectively to support children's development.

Leaders have good oversight of the service and are motivated to provide a safe and happy

experience for children and their families. The Priority Action Notice and recommendations raised at the previous inspection have been successfully addressed. A new Person in Charge (PIC) has been appointed and this stability within the leadership team has helped raise standards and support staff more effectively. Leaders are receptive to advice and actively listen to children, parents, and staff, for feedback about their experiences. Leaders maintain the required policies, procedures, and records to a good standard.

## Findings:



### Well-being

Good

Nearly all children are confident communicators and are happy to make their wishes and feelings known. Children have good opportunities to make choices and decisions about what affects them, such as pre-school children can choose where and how to play. Children are aware that they have options such as whether to join in an activity and for example, choose all the songs during circle time. Older children confidently told staff what they liked, what they would improve and who they would go to for help, happy to express themselves. Children feel safe, happy, and valued. They express enthusiasm and enjoyment during their play. For example, one child squealed with excitement when they were sprayed with water as they filled the water table outside. Children are forming meaningful relationships with their peers and excitedly point out to friends that seats are available to sit next to one another at lunchtime. They spontaneously smile, laugh and share news with staff. Children approached us confidently. They proudly discussed their creations; sandcastles in the sand pit and worm and spider play dough models.

Children interact well with each other and staff. They talk to staff about their play and many children enjoy working together. We saw a small group walking carefully on balance boards having created a spaceship together, whilst others played catch with a football. Children co-operate well and are actively interested and engaged. Children are clearly familiar with the expectations of their behaviour and responded positively to gentle reminders from staff to share, listen and use kind hands.

Children are enthusiastic and interested in their play and learning. They enjoy a good balance of self-directed and adult led play. They access a wide variety of activities and resources appropriate for their age and stage of development. Children have very regular exercise. Playing outside they show great excitement and smile broadly as they run to seek out their favourite activity. Babies love exploring the wooden climbing apparatus in their base room and clearly enjoy making lots of noise with the shakers and musical instruments. Others love exploring the properties of paint or sand with their hands.

Children have good opportunities to develop independence skills appropriate to their age and ability. Older children use the toilet and wash and dry their hands independently, while others are supported by staff. Pre-school children self-serve their meals and afterwards wash and stack their own plates. They are learning to care for themselves effectively by responding appropriately to staff reminders to 'be careful' and 'slow down.'



## Care & Development

Good

The setting has a good range of policies and procedures in place and staff implement these to provide safe care, including safeguarding, administration of medication, accident, incident and allergy policies and procedures. Staff understand their responsibility to be vigilant and how to deal with any concerns. Staff consider children's individual health needs appropriately, providing care in line with their requirements. They have undergone specific training regarding administering epi-pen, in addition to paediatric first aid training. The setting offers a range of healthy and well-balanced meals and snacks which are freshly prepared on site. Children are offered water at mealtimes and have access to drinking water in areas where they play. Staff appropriately record, maintain and review accident, incident, and medication records and have a very clear understanding of the updated allergies procedures. Staff encourage children to enjoy time outside.

Staff interact well with children and build good relationships with them. They are warm, kind and offer reassurance to children when needed. For example, reassuring and cuddling younger babies in response to their non-verbal cues. Staff implement positive behaviour management strategies well. Staff praise and reinforce good behaviour at every opportunity, such as when children help tidy up or share a toy successfully. Staff support children to become responsible for their own behaviour. For example, in the pre-school, children are given responsibilities at mealtimes, such as passing out mugs and bowls.

Staff are very familiar with the children in their care. They treat them with kindness and respect. They support children to speak and express themselves, as they respond to their questions and requests. Staff conduct regular observations of the children, which supports their understanding of each child's individual needs. Staff plan well for all age ranges, promoting engaging opportunities for a wide range of skills and experiences. Staff encourage children to follow their own interests and support this. Some staff members use incidental Welsh and there are bi-lingual displays and signage around the setting. The setting does not provide an active offer of the Welsh language.



## Environment

Good

Leaders ensure the environment is safe and secure. They have risk assessments in place that cover play areas and resources of the setting. Leaders have reviewed the risk assessment process and introduced daily checklists to ensure risks are identified and addressed promptly. People who run the setting provide a secure entrance which is supported by an effective procedure to welcome children in each day. Staff keep records of all visitors to the setting. The premises is well maintained, with required servicing of gas, electric and fire systems in place.

Leaders provide an environment which is bright and welcoming with good facilities for the care of children. Staff carry out regular cleaning of toys and equipment. There are appropriate nappy changing facilities and toilets in each base area. Older children have an open and spacious dining area in which to eat their meals. Babies have access to high-chairs or small tables and chairs to accommodate their needs. The outside areas are well-designed and are used regularly as part of the daily routine. There are different play spaces for children of all ages, with a broad range of play opportunities and experiences for children in the open air. However, as the outside space for babies has only recently been introduced this is not as well developed as the other outdoor spaces. Leaders have provided canopies to provide shade to enable children to enjoy being outdoors.

People who run the setting ensure that resources and equipment are plentiful and of good quality and we saw that they are clean and well maintained. Children access tables and chairs of a suitable size and there is a wide range of equipment available in each base room. Most resources are easily accessible and are appropriate for children's ages and stages of development promoting their independence, curiosity and discovery. Children learn about aspects of diverse cultures and children's work is displayed prominently in the playrooms. Outside, resources for older children are plentiful and interesting, including a large outdoor kitchen, balancing resources, and many opportunities for messy and physical play. The PIC was able to discuss with us plans to develop the babies outside play space to make it more interesting for them to explore.



## Leadership & Management

Good

Leaders are keen to provide a safe, reliable service for children and their parents. They are well organised and ensure that procedures are in place to support the operation of the setting. Leaders are open to discussion and demonstrate a strong commitment to resolve any evolving issues. They update policies, procedures, and documentation to ensure they are robust and reflect how the setting cares for children safely and in line with current legislation. Since the last inspection leaders have employed a new PIC to oversee the day to day operation of the service. This has clearly benefitted the service and supported staff in their working practices. There is a clear statement of purpose that outlines how the setting operates.

Leaders have appropriate arrangements in place to monitor the care provided and they evaluate and monitor many aspects of the service well. For example, accident and incident records are monitored monthly to identify and address any emerging risks or hazards and staff told us leaders act quickly to address any issues. Leaders are committed to ongoing progress and have a very robust quality of care review process with reviews undertaken quarterly and then used to undertake an annual review. They complete the required CIW online Self-Assessment of Service Statement (SASS) and submit it when requested.

Leaders recruit and employ staff safely and nearly all have a childcare qualification. Records and information from staff files demonstrate that leaders ensure new staff receive a thorough induction for their role and are clear about their responsibilities. Leaders have good daily contact with the staff team. Staff told us they feel supported by the management, enjoy their job and they get regular training which benefits their knowledge and professional development. Records show that staff receive supervision, but that a system for annual appraisals had not been established. Leaders ensure that staff are deployed effectively, and they meet the adult: child required ratios.

Leaders have developed good partnerships with parents. They work closely with parents when making decisions about their child's well-being and keep them informed and updated. They have established good systems of communication and use secure social media as well as an electronic app to share photos and key information with parents.

## Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

**CIW has no areas for improvement identified following this inspection.**

**CIW has not issued any Priority action notices following this inspection.**

## National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
Standard 13 (Day Care) - Suitable Person	Embed practice to ensure all paid staff receive regular one-to-one supervision which encourages them to think about the quality of their practice. They also receive formal appraisal at least once a year.

## Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

### Recommendation(s)

Continue to develop the outside play space for children under 2 years, to ensure a rich play and learning environment for this age group.

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