

Inspection of Sunnyside Day Care

13 Broad Road, Birmingham B27 7UZ

Inspection date: 25 June 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders are aware of some of the weaknesses in the provision and have begun to reflect on what needs to improve. However, their capacity to drive and sustain improvement is weak. Systems for monitoring teaching, supporting staff development and overseeing key responsibilities are poorly embedded. As a result, the quality of education across the setting is inconsistent and lacks clear direction. This leads to significant gaps in children's learning, as they do not receive the consistently good-quality teaching and support they need to make progress and experience emotional safety.

Leaders have identified communication and language as a key priority in the curriculum, which reflects the needs of the children. However, despite leaders planning a broad curriculum that covers all areas of learning, in practice it is poorly implemented. Staff often plan activities that lack clear learning intentions and do not build on what children already know or can do. As a result, the curriculum has limited impact on children's progress.

Children form warm bonds with familiar adults and settle well into the nursery. Staff are caring and affectionate. However, staff have inconsistent expectations for behaviour, and strategies to manage children's emotional responses are weak. This results in frequent disruption and unsettled periods, particularly during group activities and transitions. These weaknesses reduce children's ability to concentrate, take part, feel emotionally safe and develop positive attitudes towards learning.

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

- Leader's self-evaluation lacks structure and rigour. Although they have identified that staff need more support and that practice is not yet good, there is no clear plan or effective action in place to address this. There is little evidence of the provider's active involvement in evaluating or improving the quality of the setting. As a result, weaknesses in teaching, curriculum delivery and staff confidence remain unaddressed. This significantly affects the quality of children's learning experiences and their overall well-being.
- Leaders' systems to monitor staff practice and provide professional development are weak. Supervisions take place, but they are infrequent and lack a clear focus on improving the quality of teaching. Leaders do not routinely observe staff or give them purposeful feedback to help raise standards. As a result, staff are unclear about their strengths and areas for development, and poor practice goes unchallenged. This has a significant impact on the quality of education children receive.
- The key-person system is poorly embedded. Many parents do not know who

their child's key person is and, therefore, do not have the opportunity to establish effective relationships with them. Parents are not informed about the plans for their child's learning. This weakens partnerships with families and reduces continuity of care and learning for children.

- Staff do not have the skills or strategies to manage more challenging behaviour effectively. Although they are caring and build warm relationships with children, they respond inconsistently to behaviours that require additional support. For example, staff frequently carry children who resist routines or become distressed, rather than helping them develop self-regulation skills. This leads to repeated disruption, particularly during group times and transitions, and reduces the learning and emotional security of both those children and others around them.
- While staff carry out some assessments, they do not use this information to plan meaningful next steps or adapt their teaching. As a result, many activities lack clear purpose or appropriate challenge. Staff do not consistently respond to what children know and can do, which significantly hinders children's progress and limits the impact of teaching.
- Staff do not demonstrate a secure understanding of how to support and extend children's learning. Teaching is often overly adult directed and lacks clear learning intent. For example, during a craft activity linked to ladybirds, staff provide pre-cut shapes and tell children where to place them, leaving little room for creativity or independent thinking. Similarly, planned activities outdoors lack purpose, with staff supervising rather than engaging in meaningful interactions. As a result, children are not challenged, and they do not develop the knowledge and skills they need to make progress.
- Leaders have systems in place to identify and support children with special educational needs and/or disabilities (SEND). In these circumstances, they work proactively with outside agencies and families. Staff use some targeted strategies, such as visual prompts and individual routines, to help children access all areas of the provision. For example, children with communication needs are supported with simple language choices and structured sessions. While these systems reflect some positive intent, the quality and consistency of teaching across the setting remain too weak to secure sustained progress for all children.
- Staff promote children's health through daily routines and care practices. Children are encouraged to drink water regularly, wash their hands and sit while eating. Leaders have recently introduced oral health guidance, and staff talk to children about brushing their teeth and making healthy food choices.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve leadership to provide clear direction, raise expectations and secure sustained improvements in the quality of education and care	25/08/2025
implement a robust programme of supervision and support to help staff improve their teaching skills to a good level	25/08/2025
ensure parents know who their child's key person is and provide them with regular updates about their child's progress and development	25/08/2025
improve staff knowledge and skills in managing behaviour, with a focus on supporting children's emotional regulation and promoting consistent, positive approaches	25/08/2025
ensure staff use assessment effectively to inform planning and ensure all activities are matched to children's individual learning needs	25/08/2025
support staff to improve their knowledge of how to plan and deliver learning through child-led, purposeful interactions that help children to make the progress they are capable of.	25/08/2025

Setting details

Unique reference number	2710961
Local authority	Birmingham
Inspection number	10388786
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	43
Name of registered person	Knowles, Dave
Registered person unique reference number	2710959
Telephone number	01217080888
Date of previous inspection	Not applicable

Information about this early years setting

Sunnyside Day Care registered in 2023 and is located in Birmingham. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The nursery operates all year around, Monday to Friday from 7.30am to 6pm, except for a week at Christmas and bank holidays. The nursery provides funded early education places.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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