

# Inspection of Sunnyside Day Care

13 Broad Road, Birmingham B27 7UZ

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Inspection date:

30 September 2025

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## Overall effectiveness

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## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

Staff welcome children warmly and help them to settle through calm routines and consistent care. Babies receive comfort through close attachments with their key persons, who follow feeding and sleep routines carefully. This helps babies to feel secure, develop trust and begin to explore their surroundings with growing confidence. Staff give older children responsibilities, such as tidying up. They repeat clear rules and routines to help children to understand what is expected. Children behave well and interact happily with others in their play.

While leaders have taken positive steps to act on previous weaknesses, their monitoring is not yet consistent enough to secure sustained improvement across the nursery. The curriculum is not precisely focused to help all children to build securely on what they know and can do. Staff's planning is not consistently focused on extending children's learning across the day. This means that staff do not consistently prioritise children's learning and children's progress is variable.

That said, staff do make some effective use of the outdoor area. They plan activities that encourage children to explore natural materials, practise physical skills and talk together. Children show curiosity and enjoy social interaction. They develop confidence in moving, sharing and playing cooperatively in different spaces.

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

- Leaders have increased their oversight of the nursery since the last inspection and take a more active role in guiding staff. They work closely with the local authority to review progress and strengthen provision for children's early education.
- Leaders have introduced focused professional development, including training specific to the ages of children that staff work with and on working with disadvantaged children. This is beginning to strengthen practice where it is most needed. However, the monitoring of practice is not yet organised to be fully effective. This means that inconsistencies in staff's practice remain and children do not benefit from consistently strong teaching.
- Leaders ensure that some adult-led activities have clear intent and link to children's next steps in learning. However, at other key times during the day, staff describe activities as 'free play', without a clear focus on learning. This reduces the purpose of routines and leads to children wandering about with reduced engagement, which slows the progress they make.
- Leaders have strengthened the curriculum for babies and toddlers. For example, they have designed the learning environment to provide babies with more opportunities to progress on to standing and walking. However, leaders do not

sequence the curriculum for older children as clearly. This means that older children's learning does not always build securely and their preparation for school is reduced.

- Leaders have established an effective key-person system. Staff spend time building positive relationships with parents and carers. They provide regular updates through daily conversations and the online app. This helps parents to know what is happening in their child's learning and care. This supports continuity between home and the nursery.
- Leaders identify children with special educational needs and/or disabilities (SEND). They work with parents and health professionals to put support in place. Staff provide children with one-to-one sessions and are beginning to use a range of strategies, such as to support children's language development. This helps children with emerging needs to access learning alongside their peers.
- Staff use a variety of effective approaches to build children's social and emotional skills. For example, they talk to children about their feelings and help them to explore the reasons for these. At mealtimes, children sit together calmly, share food and respond to staff's interactions. Children talk about feelings, start to develop empathy and learn how to play cooperatively with others.
- Staff provide role-play areas that reflect children's real-life experiences, such as the home corner and hairdresser's salon. They resource these with materials that prompt conversations and develop children's vocabularies, such as about different hair types. Children share ideas with each other and gain confidence in using new words.
- Leaders promote children's health through nutritious meals and snacks, such as fruit and vegetables at snack time. Staff sit with children to model good habits and encourage conversation. Children learn to drink from open cups, try different foods and enjoy sociable mealtimes that support their well-being.
- Staff use everyday routines, such as choosing drinks and food at snack time and hanging coats on their own pegs, to build children's independence. These experiences are now part of daily practice and help children to gain confidence and develop important self-care skills.

## 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:**

|  |                 |
|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|                                                                                                                                                                                                                             |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| strengthen the monitoring and supervision of staff, so that leaders identify weaker practice consistently, target support precisely and provide all staff with feedback, to strengthen teaching practice across the setting | 30/12/2025 |
| improve planning so that activities are purposeful across the day and are linked to children's next steps in learning, to maximise learning for all age groups of children.                                                 | 30/12/2025 |

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

- improve the curriculum planning for older children, so that their learning builds securely and prepares them well for school.

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | 2710961                            |
| <b>Local authority</b>                             | Birmingham                         |
| <b>Inspection number</b>                           | 10415647                           |
| <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 to 4                             |
| <b>Total number of places</b>                      | 52                                 |
| <b>Number of children on roll</b>                  | 43                                 |
| <b>Name of registered person</b>                   | Knowles, Dave                      |
| <b>Registered person unique reference number</b>   | 2710959                            |
| <b>Telephone number</b>                            | 01217080888                        |
| <b>Date of previous inspection</b>                 | 25 June 2025                       |

## 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 staff hold appropriate early years qualifications at level 2 and above. The nursery operates all year around, from 7.30am to 6pm, Monday to Friday, except for a week at Christmas and bank holidays. The nursery provides government funded childcare.

## 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 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation outdoors 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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