

Inspection of Sunnybank Nursery

Sunnybank, Chesterfield Road, Calow, CHESTERFIELD, Derbyshire S44 5UN

Inspection date: 7 April 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children love to attend this nurturing and vibrant nursery. They arrive happy and eager to begin their day, confidently separating from their parents and carers. Children show high levels of emotional security and a strong sense of belonging, thanks to the warm relationships they share with their key person. Staff are exemplary role models for communication. They speak slowly and clearly with younger children and introduce new vocabulary. Staff skilfully use simple sign language to further support their understanding, ensuring all children can engage and develop their language skills. Babies are beginning to use animal sounds and single words, while pre-school children enthusiastically share their knowledge of growth and life cycles. They actively contribute to discussions, confidently using new terms and concepts they have learned. For example, when exploring the nursery pond, they describe frog spawn as 'translucent eggs with a black dot that will grow into a tadpole'. Pre-school children also eagerly showcase their 'busy books', which bridge learning from home and the nursery, providing a meaningful connection. All children build strong foundations for future learning, enriched by a broad range of experiences.

Staff provide regular opportunities for children to develop both their small and large muscles. Children show resilience and are very adventurous in their physical play. Staff stand close by to support children, if they are needed, when children climb high on large apparatus. Children are confident in their abilities to take and manage calculated risks. They show great levels of respect towards each other as they carefully negotiate the space and move from one area to another. Staff encourage children to be independent. For example, babies learn to feed themselves and make choices in their play. Older children serve their own food at mealtimes and self-register in the mornings.

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

- The curriculum is ambitious, well thought out and coherent, supporting children's development across all areas effectively. Staff expertly use assessment to inform planning and provision. Observations are meaningful, and staff know how to identify and support each child's next steps. Children with special educational needs and/or disabilities (SEND) benefit from targeted strategies and individual learning plans. As a result, all children make excellent progress from their individual starting points.
- The staff team is highly committed and passionate about early years education, fostering a strong culture of collaboration, support and professional dialogue. Weekly professional discussions focus on reflective practice, with staff feeling listened to and valued. Leadership is distributed effectively, with key roles, such as curriculum coordinator, physical development lead and mental health

champion, enhancing the setting's overall effectiveness. Staff at all levels share a united commitment to achieving the best outcomes for children.

- Staff have thoughtfully integrated carefully chosen pets into the environment to enhance children's learning experiences. In the baby room, fish are used to stimulate sensory engagement, while the snails in the toddler room provide opportunities for children to practise gentle touch and care. The hamster offers a more advanced form of care, allowing children in pre-school to take part in feeding and cleaning, promoting responsibility and empathy. This hands-on learning encourages the development of emotional awareness and the understanding of caring for living creatures.
- Children's behaviour and attitudes to learning are exemplary. They demonstrate high levels of engagement, motivation and perseverance. Staff provide an environment that is calm, purposeful and nurturing. They model positive behaviour and help children understand routines, boundaries and expectations. Children are encouraged to talk about their feelings and develop empathy for others. As a result, the setting is a harmonious and respectful place where children learn to manage their emotions and relationships effectively. After hearing a story, one child used the word 'disgruntled' to describe how a friend was feeling. Children show an impressive understanding of complex emotions.
- Staff create a language-rich environment. They place 'core' books at the centre of the curriculum, which supports vocabulary development and a love of reading. High-quality interactions help to ensure that children become confident communicators from a very young age. Staff encourage discussion as they play with children and ask thought-provoking questions, such as 'What do you think will happen?', to support children to develop their curiosity and reflective skills. Children confidently and capably discuss and negotiate between themselves. For example, they arrange to take turns effectively during different activities to share resources equally, such as using pipettes in the water tray.
- Children's transitions, both within the setting and on to school, are exceptionally well supported. Staff collaborate closely with families and receiving schools to ensure smooth handovers. Transition bears, storybooks and practise sessions for children to dress into their uniform help familiarise children with new environments. Key information about the children's learning and development is shared with teachers to ensure continuity. These thoughtful transitions help children feel confident as they move to the next stage of their education.
- Partnership with parents is a significant strength of the setting. Leaders actively seek and respond to parental feedback, which is overwhelmingly positive and reflects the deep trust families place in the nursery. Parents describe the setting as 'warm, welcoming and inclusive' and praise the staff's responsiveness to their child's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY386183
Local authority	Derbyshire
Inspection number	10388802
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	36
Number of children on roll	63
Name of registered person	Cannon Health and Safety Limited
Registered person unique reference number	RP905715
Telephone number	01246 555952
Date of previous inspection	30 July 2019

Information about this early years setting

Sunnybank Nursery registered in 1992 and is located in the village of Calow in Chesterfield, Derbyshire. The nursery employs 13 members of childcare staff. All hold an appropriate early years qualification at level 3. The nursery is open Monday to Friday, from 7am to 6pm, and is closed on bank holidays and during the period between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Hopkins

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector at various points during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views. Staff 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 manager and the inspector carried out a joint observation of an activity in the baby room.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff and provided a sample of key documentation on request.

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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