

Inspection of Sanyu Day Care

504 Stretford Road, MANCHESTER M16 9AD

Inspection date:

26 August 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

Staff are highly effective at developing children's emotional well-being. They provide parents with practical strategies, such as practising short separations and using positive language at drop-off, to help children feel secure as they start to attend the setting. Children settle quickly and form strong attachments. Staff are exceptional at promoting children's physical health. They encourage children to serve their own meals, brush their teeth, use cutlery confidently and take part in outdoor play. Staff provide parents with healthy meal recipes, which they can cook at home. Children demonstrate excellent physical control and independence in managing their own care.

Staff deliver a curriculum that is ambitious, inclusive and clearly sequenced across all age groups. They work with local schools to identify key knowledge and skills children will need as they progress to school. Staff embed these expectations into daily practice from the baby room onwards. Children show high levels of independence and are effective communicators. They are ready for their next stage of learning. Staff offer a wide range of opportunities that encourage children to explore, experiment, problem solve and collaborate. Children concentrate for extended periods, share ideas with each other and demonstrate excellent attitudes to learning. They are highly motivated and eager to learn.

Staff are highly effective at supporting children's personal, social and emotional development. They give children the language they need to interact effectively with their peers. Staff encourage turn-taking, help children name their emotions and think about how they can respond to the feelings they might have. Children show empathy for their friends, are able to regulate their emotions and play cooperatively with their peers.

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

- Staff provide highly effective support for children with special educational needs and/or disabilities (SEND) and those learning English as an additional language. They use visual aids, simplified language and individual plans to meet children's needs. Staff celebrate children's heritage and create a strong sense of belonging. Children make rapid progress in their learning and development and participate confidently in the experiences offered to them.
- Leaders and staff use training to reflect on their practice and improve the quality of teaching. They participate in peer observations and identify personal goals. Staff adapt their teaching to meet the different needs of children. Children benefit from high-quality interactions and consistently excellent learning opportunities.
- Staff deliver a well-structured and inclusive curriculum. They track children's

progress in their learning and development carefully. Staff use their excellent knowledge of children to close any gaps in learning and ensure every child is challenged appropriately. Children engage deeply in learning and demonstrate secure knowledge and understanding across all areas of learning.

- Staff sequence the curriculum for communication and language with precision and clear intent. They use repeated stories, targeted vocabulary and home learning strategies to build children's knowledge and understanding of language. Children use their excellent language with words like 'molars', 'incisors' and 'canines' when brushing their teeth to explain what they are doing.
- Leaders and staff provide a well-designed, sequential curriculum, which enhances children's physical development. Babies develop strength and control by squeezing paint bottles to create patterns. Toddlers use cutlery and pour water with precision and independence. Older children use a range of tools effectively to make marks with meaning. Children demonstrate excellent physical competence.
- Staff have excellent relationships with parents. They work together on strategies for promoting emotional regulation and enhancing learning and development. Staff provide a wealth of resources to extend learning at home. Parents feed back their ideas through a parents' forum. Children benefit from a consistent approach to their care and education, and parents feel fully informed and involved.
- Staff provide children with a rich and varied programme that deepens their understanding of the world around them. They learn about festivals such as Diwali, Eid and Christmas. Staff talk with children about different family structures and use resources that reflect the diversity of the local community. Children learn about where food comes from by chopping fruit and baking bread. They experience different types of transport through trips on the tram and visits to the park. Children show curiosity and respect, and they make connections between their own lives and those of others.
- Staff work effectively with a range of other professionals to meet children's individual needs. They liaise with health visitors, experts and schools to create joined-up plans and smooth transitions. Children with SEND receive targeted help and make sustained progress.

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	EY302746
Local authority	Trafford
Inspection number	10399827
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	53
Number of children on roll	31
Name of registered person	Trafford Borough Council
Registered person unique reference number	RP905324
Telephone number	01619122118
Date of previous inspection	16 December 2019

Information about this early years setting

Sanyu Day Care registered in 2005 and is operated by Trafford Borough Council. The nursery employs 16 members of childcare staff, 14 of whom hold appropriate early years qualifications from levels 2 to 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides government-funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke 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 that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- 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 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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