



Sunrise Nursery

Inspection report for early years provision

Unique Reference Number	EY313729
Inspection date	22 May 2006
Inspector	Sylvia Dindar / Angela Ismond
Setting Address	Southampton City College, St. Mary Street, Southampton, Hampshire, SO14 1AR
Telephone number	02380 829393
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Registered person	Sunrise (Little Shipmates) Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunrise Day Nursery (Little Shipmates) Ltd opened in 2005. It is the second nursery owned by the company. It is situated on the site of Southampton City College where it operates in a self-contained wing consisting of eight rooms plus kitchens and toilets.

A maximum of 81 children attend at any one time and the setting is open from Monday to Friday 08:00 until 18:00 for 51 weeks a year. Children attend a variety of

sessions, during school holiday times the setting offers care for school age children, aged under eight years. All the children have access to secure enclosed outdoor play areas.

There are currently 80 children on roll aged under eight years of age, of these 18 three-year-olds and seven four-year-olds are receiving Nursery Education Funding. The setting supports children with English as an additional language. Children come from a wide catchment area as most of their parents either study at the college or work in the local community.

The nursery employs 13 members of staff, a high majority of which hold appropriate early years qualifications.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment which is warm and clean. Children learn the importance of good personal hygiene through well-planned daily routines, for example, they know that they must wash their hands after using the toilet and before eating. Staff follow good, clear hygiene practices to help prevent the spread of infection, for example, they wear disposable gloves and aprons when preparing food and when nappy changing. Children learn about hygiene procedures as staff explain to them that the piece of cutlery knocked onto the floor will now be dirty and they would need a clean one.

Children enjoy healthy and nutritious meals and snacks throughout the day. They choose from a range of snacks, such as crackers, rice cakes, break sticks, a variety of fruit and raw vegetable sticks as well as hot meals. Staff sit with the children once all the meals are served which makes mealtimes a sociable event for the children. Good systems are in place for those children who have a specific dietary need as the nursery works closely with carers to provide food that is safe and appropriate. Babies are held closely whilst being bottle fed which makes them feel secure and valued. They receive good quality emotional and physical care which is fundamental to their all round well-being. Babies have identified sleep and rest areas which means that the children can rest peacefully.

Children have regular access to the outdoor area where they can learn to control their bodies and benefit from the fresh air. They are confident in moving between activities and resources. They manoeuvre a variety of wheeled toys skilfully around obstacles and work co-operatively, avoiding each other. Children demonstrate increasing skill in handling tools and equipment. They use scissors and hole punches, and glue sticks for spreading. They are able to pour their own drinks. Their hand-eye coordination and pre-writing skills are developing well. Children benefit from physical and visual stimuli in the sensory room where they can also climb and crawl along the soft play and mats.

Staff have up-to-date first aid qualifications and maintain good documentation in relation to accident and medication records which means that the children's welfare is safeguarded and promoted. There is a clear sickness policy in place which protects the children from illness because staff advise parents when illnesses circulate the nursery, such as chicken pox and other childhood illnesses.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

There are several outdoor play areas which have a suitable selection of equipment. However, the lack of maintenance of the play area and presentation of the equipment at the front of the setting means the environment is not attractive or inviting to children. The painted numbers on the wall have faded and the impact absorbing surface is covered in algae, moss, twigs and leaves from overhanging trees.

The setting is safe and equipment conforms to safety requirements. Access to and from the premises is monitored effectively because there is a security camera in position. This ensures that the children's safety is considered at all times.

Staff follow good safety procedures to keep the children safe. For example, one of the outdoor play areas is currently not being used as a window has been shattered and the setting will not use this area until they are satisfied that it is fully safe. Sleeping babies are regularly checked and closely monitored and procedures include the recording of children's sleep patterns which are then shared with the parents.

Staff have a good understanding of locally approved child protection procedures and would act in the children's best interest at all times. This ensures that children are well protected because staff know what they must do to keep children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy within the setting and have developed good relationships with staff and peers. Staff are very attentive and spend time listening and responding to the children which builds on the children's confidence and feelings of self-worth.

Babies develop an awareness of their facial features as they look in the low level mirrors to see themselves move and they respond positively to staff's interaction. Babies and children use all their senses and creative abilities through a range of well planned activities. They develop their early communication skills as they attract the attention of the staff who respond to their sounds during play.

Play is planned and purposeful for all age ranges of children attending the setting. The environment is rich in the children's own art work which creates a welcoming and child-friendly nursery. The children's development is monitored and recorded effectively and staff know the children well.

Older children are encouraged to be independent as they help themselves to snacks and drinks throughout the session. They help give out the equipment at mealtimes. All children are developing their social skills as they learn to take turns and share.

Staff have a good understanding of the Birth to three matters framework and provide good experiences for the children to develop their curiosity and exploration, for example, natural materials are widely available for the children to develop their sense of touch. Bottles are filled with rice and small toys to allow the babies to shake and listen to the noise that it makes.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and children are making good progress towards the early learning goals. Staff use an in depth questionnaire and discuss with parents what their child can do to identify a basis on which to plan future learning. Observations are made and written on 'post- it' notes and then transferred to children's records. These records are then used to plan the next stage of learning. Recent events have meant that staff have not always been able to keep these records up to date. However, this has little impact on children's learning at present as loosely planned activities are purposeful and focused on individual children, ensuring their needs are met. Staff are committed to evaluating and improving their practice and have decided that recent changes to the short term plans were not effective, so have decided to replace it with more structured planning to ensure better outcomes for children.

Children are keen to learn and show a high level of involvement in the activities on offer. Children are given choices throughout each activity and are able to access equipment and resources easily as they are stored in clearly labelled, child-height units. Children form good relationships with adults and are keen to share play experiences and ask for help when needed. Staff talk gently to children and capture their attention through using the intonations in their voice. Children's independence is encouraged, for example, they access the toilet independently. Snack times are on a café style system so children are able to decide when to stop playing and break for a snack. They know the system well. They collect their name from the 'I'm having a snack basket', collect a plate and cup and pour their own drinks. They help themselves to the snack on offer and then clear away. They then put their name into the basket which says that I have had their snack. They are generally well behaved and are beginning to say "Please" and "Thank you" without being prompted by adults. They are learning to share and take turns. They are helpful to others; a three year old was observed to take a flannel and clean a two year olds hands after dinner. Children involve themselves in the tidying up.

Children are confident speakers in a variety of situations. They have a good vocabulary and are able to describe what they are doing. Children are able to express themselves and share ideas. For example, when painting with two colours children are able to describe what it is they are doing to make certain colours

Most children are beginning to recognise the shapes and sounds of letters, for

example, most three and four-year-olds are able to say what letter their name begins with. This is because children become familiar as their names are written in a variety of places, for example, on clothes pegs, on their personal drawers and art works. They are able to practise emergent writing skills in a variety of ways, for example, when labelling their pictures and when tracing their names. Older children write their name clearly whilst younger ones are beginning to make recognisable letters.

Most children are able to count up to 10 confidently. They are learning about volume as they work out how many small pots it takes to fill a big one. They are learning about shape and size through construction. They are able to recognise and recreate patterns, for example, with a peg board. They use positional language in everyday conversations, for instance they tell staff that they are hiding under the table and behind the bookcase.

Children investigate and explore a wide range of materials both indoors and out. They hunt for worms in the local churchyard and bring them back to make a wormery to examine, carefully taking them back to their environment when they have finished. They grow plants, for example, they sow grass seed in saw dust and watch it grow. Children are familiar with programmable toys. They build and construct a range of models from a range of resources, for example, planes out of Lego and paper and a fire engine out of junk. Children develop a sense of time as they learn familiar routines; they know that lunch time comes after snack time and that they play quietly after lunch. They are beginning to learn about different cultures and beliefs through a range of topics and themes.

Children move confidently around the setting, they negotiate space well and find clear pathways. Children sing together at group times recalling favourite songs and rhymes, some children spontaneously break into song or sing along to favourite CDs.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children form positive relationships with adults and children. They separate from their parent or carer with ease. They are valued and respected as individuals; each child has a photograph displayed on the birthday board. Children's independence is developed, for example, tissue dispensers are placed at low level so that the children can independently help themselves when needed. Children know where things are because consideration has been given to planning the environment. Children access resources from the clearly marked storage units, with pictures and print showing them what is inside. Children have their own named coat peg to hang their coat and bags. The environment is rich in the children's own art work which means that they are valued for their efforts and in turn their confidence is increased as they develop a sense of belonging.

Staff support the children well in their emotional development because they consistently praise and encourage them. Staff are good role models and have a positive approach to behaviour management. They understand the triggers that cause children to behave in unacceptable ways, such as frustration, sickness,

tiredness, hunger and sadness. Children behave well because they are given realistic boundaries. A variety of strategies are used which take into account the child's level of understanding and developmental age. Children with special needs are offered the support they need. Staff understand that from time to time they may need to adapt the environment or the activity to ensure that they provide an inclusive setting for all children. The nursery aims to meet all children's individual needs by working in partnership with the parents and other professionals when needed.

Partnership with parents and carers is good. Parents are welcomed into the nursery and spend time settling their children. Parents are given clear information about the running of the nursery. An in-depth prospectus informs them of the type of experiences they can expect for their child and gives an insight into the structure and running of the group. They have access to policies which state how the nursery operates. Notice boards are interesting and show a variety of information such as what children are learning through the curriculum. Snapshots of their children at play are displayed, so that parents can have an insight into the activities children are involved in. The setting understands the benefits of working closely with parents and consults them about the individual care of their children; they ask about children's likes and dislikes, their cultural and specific needs and, wherever possible, follow the routines from home. Staff welcome the information they receive as this helps them give consistent care to children and helps the children settle well. Staff share all the records with parents, these include their assessment and development records, medication and accident records. Regular meetings are arranged for parents to discuss their child's development. A verbal handover at the end of the session ensures that parents are made aware of their child's development.

The group aims to have an inclusive setting and all children are welcome. The group works with families who have English as an additional language and provide information in different languages, particularly showing where they can get the help and support if needed.

Organisation

The organisation is good.

The provider has good systems in place for the recruitment and induction of staff. Children are cared for by staff who are suitably vetted and the settings systems to monitor staff are robust which includes ensuring staff are up to date with relevant training and changes in legislation.

The system for registering the children's attendance is well organised and all documentation is in place as required for the efficient management of the provision. Safety and hygiene systems and procedures are good, well monitored and implemented by the staff.

The environment is well organised and child-friendly, creating a space where children are free to move around in safety. The children are happy and settled and staff make good use of all the areas within the nursery. Resources and equipment are positioned on the children's level for ease of access. Staff are successfully implementing the Birth to three matters framework to ensure that the younger

children receive well planned, purposeful play and learning experiences.

Leadership and management are good. An enthusiastic leadership motivates a dedicated team of staff. The provider has a strong vision for the group and shows a commitment to improving the nursery. Staff and parents are asked to contribute to the process. It is evident that the continued evaluations are used to improve the groups practice. For example, recently staff tried a new way of planning and found this not to be wholly effective so changes have been made to improve the out come for children. The nursery has recently gone through major changes which has involved a change of ownership and following this, certain events, beyond the control of the new owner have meant staff have had to be follow new work patterns. This has had little impact on the children's learning because staff have shown their professionalism. Morale has remained high, as staff have been kept fully informed of events that have affected them. Together the management and staff team have been able to organise a flexible approach to new working patterns whilst providing continuity of care for children.

All staff are encouraged to make a contribution to the smooth running of the nursery, for example, they share ideas which contribute to the play plans. Recently they have been asked about their ideas for revamping the outside area. Children flourish because they are provided with a stimulating, well organised environment. The team work well together and promote an exciting and positive learning experience for children, enabling them to make good progress towards the early learning goals. The nursery recognises the importance of working in partnership with parents to ensure a sound foundation for children's learning. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints to made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the outside play area to ensure that it provides an attractive, safe and stimulating area for children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the observation planning and record keeping to identify and address any gaps in children learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk