



## Sunrise Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	144656
<b>Inspection date</b>	24 January 2007
<b>Inspector</b>	Sandra Wickham
<b>Setting Address</b>	1 Cazenove Road, Stoke Newington, London, N16 6PA
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<b>Registered person</b>	The Committee of The Sunrise Education Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Sunrise Day Nursery registered in 1992. The nursery is owned and managed by Sunrise Education Advisory Committee, consisting of trustees, parents and volunteers. The premises are based in Stoke Newington, in the London borough of Hackney. The nursery serves a culturally diverse community. The premises are a converted three storey Victorian house, which include two group rooms on the ground floor and first floor, with office, kitchen and dining room, staff rest area, toilets and wash facilities. There is a secure outdoor play area.

Systems are in place to support children who may have special educational needs. Staff have experience of supporting children who have English as an additional language.

The nursery operates Monday to Friday from 08.30 to 17.00 for 46 weeks of the year. There are currently 19 children aged two to five years on roll. The nursery currently has four, four year olds who are funded and eight three year olds funded.

There are four members of staff employed, of these two have an early years qualification. Teaching methods incorporate principles of Montessori and the Neo Humanistic approach.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

There are satisfactory procedures in place to promote children's health. Staff obtain any background medical information on children to ensure that they are fully informed. The first aid kit is well stocked and easily accessible so that children can be treated quickly and appropriately in the event of an accident. Accident and medication records are up-to-date, appropriate treatment given and parents' signatures and consents have been obtained. Children who are ill are excluded from the nursery so that others are protected from possible infection. This ensures children are generally healthy.

There are good procedures in place for maintaining good hygiene but these are not always followed in practice. Hand washing procedures before snack time and before having lunch do not prevent the spread of infection as shared towels are used by all of the children and staff. Staff practise good hygiene when changing children's nappies such as using disposable gloves. Children have very good opportunities to take part in a range of physical activities. They have fun with a variety of toys and equipment such as, bikes, sit-on cars, bats, balls and hoops in the garden and walks to the local park and library. Birth to three matters information is available for guidance. Children are developing their fine motor skills as they complete puzzles and build with different forms of construction equipment.

Children enjoy a variety of fresh fruit for their mid morning snack. Fresh drinking water is available at snack time and as required during the session. Children are gaining a knowledge of healthy eating as staff take the opportunity to talk about healthy foods, how fruit is good for our bodies and how vitamin C helps us to remain healthy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The premises are safe and secure for children. Staff make good use of a daily risk assessment to monitor safety and highlight anything that needs attention to enable them to minimise risks. Staff prioritise security in the hall and ensure a member of staff is at the door at the beginning and end of each session. Parents and visitors are monitored through the use of a door bell system and use of a visitors record book. Although children manage the stairs well to get to go up to their play room and access the dining room in the basement, there are no safety barriers across the top or bottom of the stairs and the stairs leading to the loft attic room. This means that children are at risk.

The nursery's resources are safe and suitable for children. Staff check toys and equipment regularly to ensure children can play safely. The resources are stored carefully in boxes so that staff can access them safely. Children are beginning to understand how to play safely. For example, they know that they may not use the climbing frame unless a member of staff is present and are encouraged to clear physical play equipment to the side of the room so that nobody falls over it. Staff are aware of child protection issues, group procedures and their responsibilities. They have the necessary information to enable them to act on a concern. This ensures children are well protected in this area.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and keen to participate in the activities offered. They are confident in the setting and in their relationships with each other. Children choose their activities independently and are gaining in confidence, asking questions and chatting with staff. Children play happily together and are learning to take turns and respond to others as they use puzzles, games and books. Children like to choose books and sit comfortably with staff in the book area looking at them. The older and young children greatly enjoy their walks to the local park and on the way they talk about the different fruit they can see in the grocers shop.

Children are beginning to develop skills in all areas. They count how many number cards they have set out on the table. Children make connections in their learning as they freely explore water, and other textures and handle everyday utensils as part of practical life skills activities. Children independently put on their own coats and outdoor shoes before they go for their walks, around their local community. Children greatly enjoy taking part in the 'Movement to Music' theme all about the planets and the moon. At group times children join in confidently with the words and actions of familiar songs. Overall children are learning new skills through staff's encouragement and interaction.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff know the children well and ask them questions to make them think. Children are praised and encouraged by staff which increases their confidence and self-esteem. Generally, staff awareness of the Foundation Stage is limited. This means that in some areas there is insufficient emphasis to actively promote children's learning. Activity plans are in place and children are making some progress towards the early learning goals. However, this cannot be fully monitored as observations carried out are not used to link with the stepping stones to fully plan for the next stage of their progress and achievements. There is no documented information regarding the stepping stones available for guidance to staff and parents. Children's stages of development are therefore not clearly identified and more able children cannot be extended in their learning. New systems are planned to be implemented shortly.

Children are engaged and motivated by a varied range of activities provided. They access a variety of play resources which support their learning. Children are keen to learn, self assured in their play and confident to try new experiences. They choose independently from the activities on the shelves as they play but their independence skills are not being fully encouraged through

everyday routines such as snack times. Children listen to and enjoy stories and group led activities participating in group discussions linked with the stories they have heard about the planets and the moon. Staff interact with children and engage them in conversation. Children have opportunities to experiment with drawing and writing tools, as they write letters and numbers. However opportunities to write their names and link sounds to letters are limited which prevents further progress in their early writing skills.

Children enjoy choosing activities such as table-top games, arts and crafts and construction. They concentrate well in small group activities, for example, developing their large motor skills to co-ordinate their way around the climbing frame at the park. They are learning to follow instructions and generally respond well to requests from staff. They show pride in their achievements, for instance, when completing a butterfly drawing. They are developing some early skills in literacy and numeracy as they look at shape, count numbers on the cards, match lids to the correct sorting box and complete number puzzles. However, staff do not take opportunities to extend children's learning in their mathematical development. For example, simple addition and subtraction and use of mathematical language such as 'more', 'less', 'bigger' and 'smaller'.

Staff plan activities to encourage children's awareness of other cultures. For example, they make posters for Chinese New Year, they make lanterns for Divali. Children enjoy painting and gluing, working with different colours and textures. Children learn about their own bodies and develop physical skills through a good range of activities. They are controlled when running and climbing on the fixed gym equipment at the park, and are gaining a sense of space as they move around the playroom to music. They enjoy many good opportunities for developing physical skills.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are valued and their individual needs supported well by staff. Children receive praise and encouragement and are beginning to learn what is right and wrong. Children are encouraged to take turns, show concern for each other and share resources with each other. Children happily join in singing times as a whole group activity. Consequently, they are developing a sense of belonging. Children are developing an awareness of different cultures and abilities of others through activities, resources and posters depicting positive images. Children's spiritual, moral, social and cultural development is fostered appropriately.

Children are confident to talk with staff about their homes and families and enjoy staff's interest in their conversations. Staff obtain information from parents about any particular needs. They have paperwork and procedures in place to support children with special needs. Children generally behave well, and form good relationships with each other and enjoy playing together. Overall children receive good support.

The partnership with parents and carers is satisfactory. A prospectus is in place that provides details of the policies and procedures of the nursery and to outline the curriculum and planned activities. Parents are able to talk with staff informally about their children's progress. This allows them to become more involved with their children's learning. There is an appropriate

complaints procedure in place in case any parent has a concern about the provision. Overall children benefit from the working partnership between staff and parents.

## **Organisation**

The organisation is satisfactory.

Children are happy and settled at the nursery, and form good relationships with staff who have been thoroughly vetted for their suitability to work with young children. There is a suitably experienced manager in place. However, children are not benefiting from the limited training staff have received on using frameworks that underpin good curriculum planning for both older and younger children. This reflects in some aspects of children's play and learning not being provided for well. Children's health and individual needs are overall being met well by the group who have appropriate records in place to support each child. Most of the required policies and procedures are in place, with the exception of the vetting procedures which are not in place. All the information on children is kept securely in organised files. The attendance register is up-to date to ensure children's arrival and departure times are recorded. Parent contracts are completed appropriately and all necessary permissions are obtained. The group are considering further training options in order to improve the provision for children. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the pre-school is satisfactory. The group are going through a period of improvements to develop the service provided. They have identified weaknesses of the group and will be addressing these areas. For example, by introducing a system to enable all staff to monitor children's development and plan for their next steps. The required qualifications are in place for staff and staff are aware of the need to develop their awareness of the Foundation Stage.

## **Improvements since the last inspection**

At the last S122 inspection the provider was required to keep a written record, signed by parents, of medicines given to children; Keep a daily record of children's attendance; ensure the children's attendance register is appropriately maintained on a daily basis; ensure the procedure for the administration of medication is appropriately recorded; develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time; develop an action plan detailing how staffing ratios will be maintained during staff lunch breaks; ensure good hygiene practices are in place regarding nappy changing arrangements and the cat litter tray.

The provider had developed their recording systems to ensure all necessary documentation is maintained when the provision operates. Staff have attended training to ensure staff with current first aid training are always present. Systems for staff deployment have been reviewed to ensure staff; child ratio's are always met.

## **Complaints since the last inspection**

Since April 2004 there have been two complaints relating to National Standards 2, 4, 6, 7 and 14. These concerns relate to the use of nursery premises by others requiring access; keeping a

record of children's daily attendance up to date; systems in place for the hygienic disposal of used nappies and nappy changing facilities; systems in place to ensure fire practice drills are carried out regularly and emergency exits are clearly labelled; and the storage of the cat litter tray. Ofsted investigated the complaint and found a regulation had been breached. The provider was served a compliance notice requiring her to take immediate action to meet the National Standards, which she now does. The provider remained qualified for registration.

The provider has made a record of the complaint in their complaints record.

The provider is required to keep a record of the 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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### **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):

- review procedures for drying hands to prevent the risk of cross infection
- ensure robust vetting procedures are in place and the written policy accurately reflects the checks conducted in ensuring staff suitability.
- review systems for risk assessments in particular to children's access to the stairs to ensure their safety

#### **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):

- review staff training to ensure staff are well informed about the Foundation Stage and are able to extend children's learning fully.
- develop systems for assessing children's progress linked with the early learning goals and stepping stones and use this information to inform future plans and the next steps of the child's educational programme and share with parents

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