

Sunrise Nursery

Inspection report for early years provision

Unique Reference Number	134848
Inspection date	03 December 2007
Inspector	Tracy Bartholomew
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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

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.

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 Nursery was registered in 2000. It operates from five rooms in premises on the edge of the village of Kingston Bagpuize. The nursery serves the local area.

There are currently 103 children from four months to eight years on roll. This includes 26 children in receipt of nursery education funding. Children attend for a variety of sessions. The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

A total of eight part-time and eight full-time staff members work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of personal hygiene through daily routines. They show independence in their self-care skills, for example taking themselves to the toilet and washing their hands. Staff teach the children to place their hands over their mouths when they cough and sneeze to prevent the spread of infection. Children enjoy the snacks on offer for their mid-morning break. The snack provided is nutritious, and consists of a selection of fresh fruit. However this is not always well timed, resulting in some children having their circle time interrupted. As a result, these children miss out on fundamental learning opportunities. Children have access to drinks at all times, and older children can self serve themselves as much as required.

Staff and suitable policies ensure parents are aware when their children must not attend, owing to illness. The staff are aware of the procedures to follow if a child becomes ill in their care. Any accidents that occur are recorded appropriately, and dealt with accordingly by first aid trained staff. Suitable procedures are in place to ensure the parents are informed of any incidents. Children benefit from having open access to the garden. They enjoy balancing on the beams, and playing in the sand and digging in the mud whilst they are outside. Staff plan some worthwhile activities to develop children's skills, and promote their physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have a suitable access to a range of toys and play materials. The premises are warm and welcoming, with children's work displayed on the walls, this ensures they feel welcomed and valued in the setting. Staff select and prepare the room for the children, with use of a wide range, age appropriate toys and resources. Children can freely access additional resources if required through the suitable storage boxes and low level shelving. This encourages their independence and promotes their self help skills.

Children learn about keeping themselves safe. Fire drills are practised regularly and children are aware of what they should do. The setting has a procedure for outings which parents have given consent for. Written and daily risk assessments are relevant to the setting, these thoroughly demonstrate that the setting identifies risks and takes effective action to minimise these, whilst safeguarding the children. However, some staff have a poor understanding of how to prevent accidents within the setting, as they climb over a wall whilst holding babies, and do not always supervise the children during their play. As a result the children's safety is compromised at times.

Children's welfare is safeguarded as suitable procedures are in place to support the children and reference numbers are available. Some staff have undertaken training during their childcare courses, however this requires updating, to ensure all staff are aware of the current procedures to follow, to maintain children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their play-based activities, often becoming engrossed in them. They settle well in the nursery, as toys and resources are attractively set out. Staff use the Birth to three matters framework to plan a range of activities for the younger children, however this not clear within the baby room. Children benefit from learning through use of their senses. They clearly enjoy exploring media, such as paint, dough and glue, and most children receive suitable levels of support throughout their day.

Children get on well together. They begin to socialise and to learn about sharing and taking turns. Some staff have a natural approach to showing children affection and respond enthusiastically to questions, this shows that they enjoy their time with the children.

Nursery Education

The quality of teaching and learning is satisfactory. Staff cover the early learning goals of the Foundation Stage over a period of time but do not plan sufficiently. The planning covers the six areas of learning to ensure children develop across these and it lacks details on how children are going to progress. Evaluations are not used, which limits the children's next stage of learning. As a result, not all activities are tailored to the children's individual needs. Most development records are maintained for children; however not all of these support the children's individual areas of development. Those in place contain limited details on how the children are progressing developmentally; as observations and examples of children's work are not in place and do not always support what children can do.

Children are learning to sit and listen during story and circle time, however other activities can cause distraction, and hamper valued learning. Children are keen to join in when appropriate and make observations about the story such as, spots has had a bone as a present. Children know print has meaning and pretend to read books from the story area. They show curiosity whilst undertaking activities such as mark making in the mud outside, exploring the feel of this and pretending to be a builder, fixing the boat. They enjoy watching how they can mark make in the mud, using sticks, and a digger, discussing with each other what their patterns are. The children enthusiastically share these experiences with the staff present. Children show interest in numbers and counting. They join in with staff when counting out loud during circle time and when playing with the large dice outside.

Children make suitable observations of the world around them such as what the weather is doing. This is extended during the calendar time, where they talk about the seasons. These discussions lead to further observations such as, 'we would need our coats and boots to go out as it has been raining'. Children undertake a great deal of art and craft in their play. They have made many displays around the room; these displays show the children that their efforts are clearly valued. During outside play the children have a range of activities to promote their development; they use the wider community well, visiting the forest to collect nature items, such as conkers.

Helping children make a positive contribution

The provision is satisfactory.

Children feel valued and supported as staff are aware of each child's individual needs. For example, children who do not like to go directly down for a sleep are comforted, cradled and

sang to, to ensure they receive suitable rest periods throughout the day. Children learn about the diversity of the world around them. They see and use a wide range of resources and toys that positively demonstrate a wide range of cultures.

Although the setting is not currently caring for children with additional needs, there are suitable procedures in place to ensure all children achieve their full potential.

Children's behaviour is good; they are well mannered and considerate towards each other. They happily share, take turns and play cooperatively together. Their efforts are valued and staff praise them appropriately, developing their confidence and self-esteem. However at circle time, the activities can become drawn out, which results in the children's behaviour becoming disruptive as their attention drifts. Their spiritual, moral, social and cultural development is fostered.

Parents receive verbal communication at the end of the session, with the babies having a written diary detailing what they have eaten and when they have slept. Although notices boards are available throughout the setting, limited details are available within the baby room on how the Birth to three matters framework is promoted. Parents and carers receive appropriate information about how to contact the regulator, Ofsted, should they wish to do so. The partnership with parents and carers of children funded for nursery education is satisfactory. Parents and carers receive a limited amount of information about the Foundation Stage. However, staff give verbal communication to parents at the end of sessions. Parents do not always receive up to date information about their children's achievements in the Foundation Stage as records are not effectively supported by what children can do.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Suitable staff to child ratio is in place, and when effectively deployed ensures children receive good support. Suitable training packages are being developed to advance practice and knowledge of childcare. All of the required documentation relating to the care of the children is in place and stored confidentially. The daily attendance record contains sufficient details and clearly shows when the children arrive and depart. Children's records are regularly updated, which maintains the children's individual care.

The quality of the leadership and management of nursery education is satisfactory. The staff team work well together to develop the nursery education. They have regular meetings to discuss planning. However, staff receive limited time to evaluate the children's progress, which impacts on the care offered. The senior management team work together well and have a clear vision for the development of the pre-school room.

Improvements since the last inspection

At the last inspection the group were asked to devise a procedure to be followed in the event of allegations being made against a staff member and to improve security on the entrance door to the Pre-School room. Both of these recommendations have been addressed to safeguard the staff and children.

At the last education inspection the group were asked to consider increasing the opportunities for children to calculate when using numbers, and to provide a more consistent approach when

linking letters and sounds. The group have focussed on the children's learning and developed new ways of promoting calculation and sounds through use of every day activities and structured time in the teaching room. This enhances the children's communication, language and literacy skills.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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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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):

- further develop and update staffs knowledge and training in relation to child protection
- ensure children are not put at risk, when staff climb over the gates
- ensure staff are effectively deployed within the setting, to supervise and meet the children's needs

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):

- improve systems to monitor and evaluate teaching, the curriculum and children's individual progress ensuring effective learning takes place
- ensure observations of children's achievements are used to plan the next steps in their individual learning
- develop opportunities for parents to share what they know about their child, be informed about their progress and achievements and be aware of the next steps in their development

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk