

Sunrise Day Nursery

Inspection report for early years provision

Unique Reference Number	EY295495
Inspection date	13 August 2008
Inspector	Lucy Showell
Setting Address	87 Chester Road, Sutton Coldfield, West Midlands, B73 5BA
Telephone number	0121 3543311
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Registered person	Sunrise Day Nursery 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

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 good. 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 is a privately owned setting which opened in 2005. It operates from a detached building in Sutton Coldfield, Birmingham and is close to all local amenities. A maximum of 62 children may attend the setting at any one time. The nursery opens five days a week all year round except for public bank holidays. Children attend for a variety of sessions from 08.00 until 18.00. All children have access to an outdoor play area.

In the nursery, there are currently 56 children on roll. The setting has places for children who receive funding for early education. The inspection was carried out during school holidays, therefore there were no funded children present. The nursery serves families and children in the local community and surrounding areas.

The nursery employs 14 staff. Of these, 12, including the manager, hold appropriate early years qualifications and two are working towards a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit through the clean and well-maintained environment where recent decoration has added to the bright welcoming atmosphere of the nursery. Children's overall health and welfare are promoted through effective policies and procedures. Appropriate information is shared with parents and systems are implemented with regard to children's special dietary requirements and any allergies children may have. For example, babies' needs are met as food and formula feeds are prepared by staff when required and as requested by parents. Children are well-nourished through a good variety of balanced meals. They develop increasing awareness of the importance of good health as they are encouraged to select drinks independently within the sessions.

Children's healthy lifestyle and self-care skills are effectively promoted through discussions and practices within the daily routines. Many of the children have developed good personal care skills and independence with regard to hand washing and toileting. Procedures are hygienically implemented with regard to nappy changes and toilet training. Staffs pro-active approach with regard to first aid training ensures the children are cared for effectively if accidents occur and records are well maintained.

Children are making good progress in their physical development. They are encouraged to use the varied range of resources during free and focussed indoor and outdoor experiences. They mark make with chinks on the board, use scissors with ease and support, build well with construction materials and draw on freely accessed paper and wipe clean sheets with a range of pens and pencils available. Children enjoy planned activities such as dance sessions and negotiate around each other and share space well on bikes outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure indoor and outdoor environment and space is organised well to enable children to move around freely and safely. The setting provides a warm welcome with brightly coloured displays and useful written information is shared effectively with parents. Children enjoy independent access to resources which are stored effectively and comply with British Safety Standards.

Children's welfare is effectively promoted through the staff's pro-active skills with regard to safety. Staff identify and minimise any possible hazards through constant observation and effective written risk assessments are updated when necessary. Children learn about their own and others safety as they receive gentle reminders during play and are encouraged to take care of the equipment and resources.

Children are protected from harm through the staff's valuable knowledge of child protection issues. Staff answer scenario questions with confidence and have a clear understanding of the procedures to follow if there are concerns regarding a child. However, the written child protection policy lacks some information regarding if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop good confidence and positive self-esteem as they receive praise and encouragement for efforts and achievements. They receive clear explanations during daily routines which promotes the relaxed and friendly atmosphere. Children are happy and motivated through consistent and enthusiastic interaction and the staff's caring approach to all children. Younger children's individual needs are met through a range of free and focussed activities implemented in line with the 'Birth to three matters' guidance. They develop independence as they choose activities and resources within their well-organised and familiar surroundings.

Nursery Education

At the time of the inspection there were no children present receiving funding for early education. The inspection was carried out during school holidays and the setting continues to provide for children within the Foundation Stage curriculum. The evidence gathered through discussion, photographs and documentation demonstrates that the quality of teaching and learning is satisfactory.

Staff have sound knowledge of the early learning goals and stepping stones which enables them to plan an effective range of activities and experiences to promote children's development. The planning relates to the six areas of learning and details a good variety of activities to promote overall skills. Staff's evaluations of the children's individual progress within the activities are limited. Therefore the curriculum does not provide for different starting points or build on what they can already do.

Children's progress is recorded using some focused and spontaneous observations which are written in the children's files and shared with parents. Assessment sheets are completed and staff develop good understanding of children particularly those in their key groups; however, this information is not used effectively in planning to identify next steps in their development and learning. Children's behaviour is managed well. A calm and consistent approach and effective age-appropriate explanations promotes children's attitude to learning.

Children take time to explore and investigate experiences and play opportunities. They express themselves and develop confidence whilst asking and responding to significant questions. They discuss and extend their play with productive ideas and actions and respond positively with regard to taking responsibilities within their surroundings. The environment is well planned and set up to encourage independence and children's free choice. Children enjoy a wide variety of activities to promote their sense of belonging and show pride in their work, as they see examples displayed around the room.

During general play children interact, talk and negotiate well with others. They take turns on the computer and support each other to select and complete matching and sorting programmes. They use speech to organise and explore real and imagined experiences. For example, following a visit to the dentist they have developed their role-play area and extended their ideas to make a doctors surgery and hospital. Children enjoy making appointments for patients and taking turns to lie in the bed or be the doctor or nurse. They use books appropriately as they sit quietly, 'reading' to each other and listening to stories read by staff offering ideas for what happens next. They make marks on the chalk board and form recognisable letters on individual white boards before rubbing out and starting again.

Children use their own methods to solve problems and use mathematical language to describe and compare shape, position, size and quantity. For example, they recognise colours and shapes and count objects on the light box and use positional language as they sit in the fire engine or talk about where they are in the line before going inside. They investigate objects and talk about how things happen and why as they enjoy outdoor activities such as feeding the birds and going to the shops to buy cooking ingredients.

Helping children make a positive contribution

The provision is good.

Overall, the children's spiritual, moral, social and cultural development is fostered.

Children's sense of belonging is encouraged through the daily routines and valuable relationships with familiar staff. Children show confidence at the setting and have good self-care skills and many are independent with toileting and personal hygiene. Children's independence is further developed as they select resources for themselves. There are many opportunities for children to express their ideas, thoughts and feelings during general discussions and play. They respond well to staff's open-ended questions and extension of ideas within daily routines.

Children are well behaved and respond well to the boundaries set. They have some responsibility for their own actions as they share space and resources well and learn about maintaining their environment as they help to tidy up after play. Additional training has been attended by staff to ensure children's good behaviour is promoted through positive reinforcement and the calm manner of the staff. Any incidents of poor behaviour are managed appropriately although the written policy does not reflect the effective and consistent approach.

Children develop valued awareness and understanding of the diverse community through activities such as cooking cultural foods and making creations for colourful displays. They celebrate a range of festivals and resources, which are equally accessed, depict positive images of diversity. Systems are in place to enable children with learning difficulties and/or disabilities to be fully involved within the nursery and the written statement has regard to current legislation.

Children's continuity of care is promoted as daily verbal and written feedback supports the good rapport between staff and parents. When children start at the setting, parents receive a prospectus and starter pack and individual information about the children is discussed and requirements recorded. Notice boards are full of useful information for the parents, such as policies, procedures, staff certificates and the previous inspection report. All parents seen during the inspection are very happy with the care their children receive and the welcoming and friendly atmosphere provided by the staff.

The quality of partnership with parents and carers of children who receive funding for early education is satisfactory. Parents are provided with useful information about the setting's education provision, such as, displayed planning sheets and daily routines. Parents are involved in their children's learning by bringing in requested items from home, joining in fundraising events and attending parents' evening. However, there are limited opportunities for parents to give information about their child's abilities to support experiences at the setting.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides. Indoor and outdoor spaces are organised well to ensure children access a good range of fulfilling opportunities and experiences which promotes their health, safety, enjoyment, achievement and ability to make a positive contribution.

Children's welfare is promoted well through the staff's effective implementation of procedures and daily routines. However, some documentation is not consistent with staff's clear knowledge and good practice. Dedicated and caring staff are committed to offering good quality care and education. They attend relevant training to update knowledge, skills and performance management systems ensure that children are nurtured and protected by suitable adults.

The quality of the leadership and management of the nursery education is satisfactory. There are sound links between the setting and local schools and transfer documents are completed by staff to inform reception teachers about the children. All staff are knowledgeable and have good awareness of the abilities and interests of children within their key group however, they are not using their skills fully with regard to the planning and provision of the nursery education. The group assess their own strengths and weaknesses through some successful monitoring and evaluation of practice. Regular meetings are held to discuss any issues and ideas for improvement; and they seek guidance through researching websites and useful publications.

The setting is committed to developing the care and education of its children through, as stated by the manager, "Creating an environment that is welcoming, caring and stimulating where we value the individuality of each and every child."

Improvements since the last inspection

Since the last inspection there have been changes to the staffing structure. A new manager and additional staff have been appointed and together they have worked hard producing and implementing action plans to improve the quality of the provision. Their dedication to the children and enthusiasm for their roles is clearly demonstrated in their positive and pro-active approach.

At the previous inspection five recommendations were raised regarding each of the five outcomes for children. Insufficient information was given with regard to medication which has been rectified through producing different forms to include space for all required information. Children's safety in the outdoor area is now established through effective risk assessments and daily safety checks which are discussed with the manager ensure any actions needed are taken. With regard to children's enjoyment and achievements at the setting, systems are now in place for observations in the pre-school room and staff recognise the need to develop this further to ensure their knowledge is used to plan opportunities which build upon children's prior learning. The complaints procedure now gives contact details of the regulator and the restructure of the provision has also improved the deployment of staff and overall organisation of the setting.

Complaints since the last inspection

Since the last inspection, 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):

- continue to develop the policies and procedures which are required for the efficient and safe management of the provision.

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):

- link observations and assessments to planning to enable children who receive funding for early years education to build upon their prior learning and to ensure activities provided comply with children's individual needs and abilities
- seek the views of parents and value their observations about their child's learning; and work with them to plan the next steps in learning
- ensure all practitioners plan experiences that are relevant, imaginative, motivating, enjoyable and challenging.

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