

# Sunrise Nursery

Inspection report for early years provision

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**Unique reference number** EY313729  
**Inspection date** 09/06/2009  
**Inspector** Judith Reed

**Setting address** Southampton City College, St. Mary Street, Southampton,  
Hampshire, SO14 1AR  
**Telephone number** 02380 829393  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Sunrise Day Nursery (Little Shipmates) Ltd opened in 2005. It is one of three nurseries owned by the company. It is situated on the site of Southampton City College where it operates in an accessible, self-contained wing consisting of eight rooms plus kitchen, toilets and outside play areas. The nursery is in the centre of Southampton and is available to the wider community as well as students from the college. It is open each weekday from 08:00 to 18:00 for 51 weeks a year.

The nursery is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 81 children may attend the nursery at any one time. There are currently 132 children aged from six weeks to under five years on roll, some in part-time places. The nursery supports children with learning difficulties and/or disabilities, as well as those with English as an additional language.

There are currently 30 members of staff and the majority of them hold appropriate early years qualifications. The nursery is registered to accept children up to eight years as out of school care is available during some school holidays. Funded early education is provided for three and four year olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled and happy in the nursery environment as the staff know the children well and ensure their individual needs are met. Key workers ensure that all the children continue to learn and develop throughout their early years. Multi-lingual staff work with parents to support children with English as an additional language. Self-evaluation of the nursery is carried out by the staff team and continuous development and improvement is a priority.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve planning to provide opportunities for all children to take part in activities covering all areas of learning
- revise medication documentation to include all necessary information
- continue to build partnerships with parents and enable all parents to be fully involved in their children's learning and development

## The leadership and management of the early years provision

The self-evaluation of the whole setting is carried out with the staff team during staff meetings and appraisals. Senior managers complete the documentation and appropriately target some areas for ongoing development. Staff are invited to

suggest improvements to managers and the 'open office' policy works well. Staff evaluate some activities, however they do not currently ensure that all children are able to take part in all planned activities. Ongoing training is encouraged and many staff members are undertaking courses to improve their childcare qualifications. The nursery management value the entire staff team as they work effectively together, support one another well and discuss issues of concern.

Children are safeguarded as robust vetting procedures are in place for all staff. A range of policies and procedures are in place to ensure children's safety and welfare. Managers ensure staff are fully informed about policy changes. Security is very good and a security camera is used to ensure only familiar people enter the nursery. Children are effectively supported through the key worker system. Children with learning difficulties and/or disabilities are also overseen by the Special Needs Coordinator (SENCO). The key workers and SENCO meet with outside agencies to ensure children are fully supported.

Partnership with parents is satisfactory as staff communicate with the parents on a daily basis and parents of younger children receive written information about their child's day. Staff ensure that parents are fully informed about their child's activities, however, they do not always communicate sufficiently regarding children's learning and development. Parents are not always involved in setting their children's next steps of learning to enable them to continue their development at home. Although parents are told they may see their children's records at any time, formal meetings have yet to be arranged. Parents complete the necessary documentation and permissions, with nursery staff, when children start at the nursery. This helps to build a relationship between the key worker and parents. All necessary documentation is in place to ensure children are healthy and their welfare is promoted, however a minor addition to medication forms is required.

## **The quality and standards of the early years provision**

Planning in the baby rooms is suitable for those children and offers a wide range of activities which are appropriate for the age range. The younger children in these rooms are cared for by a well organised team who are thoughtful and know the individual children well. They keep careful records, observations and photographs to share with parents. Children are settled and well occupied. Babies sleep in small cots in the corner of the room and staff keep a close watch on them at all times.

Children in the two to three years age group also take part in a wide range of activities suitable for their stages of development. Key workers make regular observations of the children and planning is built around the next stages in their learning, ensuring their ongoing progress. Children move around freely and choose their own activities. They take turns to go into the alternative room where more creative activities take place and physical play is also available.

Children in the pre-school are encouraged to be independent and make their own decisions. They choose their own activities and help themselves to toys from storage. Children also help to pack away toys when they have finished. For

example a group of five children create vehicles with a construction set. They use their imagination to create scenarios for the vehicles and play together suggesting ideas to enhance each others toy and flying them around the area. They dismantle their creations when they move on to a different activity. Staff observe the group and ask them about their vehicles and encourage them to count the wheels they have used, ensuring all areas of learning are included in one activity. Children also help to set the table for snack and lunch time and understand that they need to wash their hands before eating. They access the toilets independently and wash their hands afterwards, helping themselves to hand drying towel roll.

Throughout the nursery good behaviour is encouraged. Staff are consistent and reward achievements. They talk about various situations to highlight how to treat friends, be kind and not hurt or upset them. Staff are good role models and ensure all children are offered equal chances and opportunities. Children are encouraged to help tidy up and to feed themselves. They are also encouraged to find and have ownership of their own belongings, for example finding their own shoes and coat before going outside to play.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met