

Sunrise Nursery

Inspection report for early years provision

Unique reference number EY380057
Inspection date 18/06/2009
Inspector Rachel Edwards

Setting address Kingsdown School, Hyde Road, SWINDON, SN2 7SH

Telephone number 01793 820858
Email sunrisedaynursery@aol.com
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).

Description of the setting

Sunrise Nursery opened in 1998 and moved to new site in 2009. It operates from a building within the grounds of Kingsdown School in Stratton, a district of Swindon. There are three base rooms, an office and staff facilities. There is a secure outside area for outdoor play. Access to the building is at street level and it is a single story building. The nursery serves the local area. They are registered on the Early Years Register to care for a maximum of 34 children at any one time in the early years age group. There are currently 57 children on roll, of whom 27 receive nursery education funding. Children can attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery opens five days a week all year round from 08:00 to 18:00. There are 10 members of staff employed to work with the children. Of these, nine have early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The management and senior staff have a clear vision and very high expectations for this nursery, which has only been operating from the current site for six months. They have been key in setting the highest standards which they are steadily achieving, with the willing support of staff, parents and other stake holders. Every child is welcomed and by taking careful note of their interests and achievements, each is helped to make very good progress in their learning and development. The nursery is highly evaluative and has a clear ethos of looking closely at all they do to identify areas for further development. They have an excellent capacity to maintain further improvements.

What steps need to be taken to improve provision further?

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

- monitor use of the book areas to ensure all children are being encouraged to look regularly at and enjoy books and make greater use of the letters and sounds guidance to help develop children's early literacy skills
- develop the role of the key person to help further develop genuine bonds with the children and offer a settled, close relationship

The leadership and management of the early years provision

The nursery is very well led by the two owners/managers and a united team effort from all staff. There are highly effective systems in place, which are constantly reviewed, to ensure the safety and well-being of the children and the smooth running of the nursery. The views of all those using the nursery are sought and used to inform plans. Staff from each room draw up their own action plan, displayed for parents to see and comment on. There is a strong feeling that all are striving towards achieving the highest possible standards. Staff are well supported

in their professional development and regular training is targeted towards areas that will have the greatest benefit to the children. A small library of reference books has been established to help staff build their childcare knowledge.

The nursery has good relationships with parents, who speak very highly of the provision, saying it is 'a lovely friendly place'. Parents' views are regularly sought and valued and there are frequent opportunities to meet and discuss children's development and progress, although parents are not fully encouraged to be involved with their children's learning. All families are welcomed and documentation can be provided in home languages or Braille if needed. Information is shared with other settings that children attend to help provide consistency in their care and learning. Good links have been established with the primary schools to help children make a smooth transition into school. Good use is made of other agencies, such as speech therapists, to support children's individual needs.

There are robust procedures in place to ensure that all staff working with the children are suitable to do so. Children are effectively safeguarded by staff having a thorough understanding of child protection procedures and they confidently describe the action they will take to safeguard children. Staff carry out and record comprehensive risk assessments, which are constantly updated, for example, as changes are made to the outside play area.

The quality and standards of the early years provision

Children are happy, settled and enjoy the time they spend at the nursery. The nursery building is well organised to allow children freedom to move between the indoor and outdoor areas as they wish and both provide a stimulating learning environment. Staff have a good understanding of the Early Years Foundation Stage curriculum and they ensure that activities are firmly rooted in children's interests and experiences. For example, staff noted that several of the boys were reluctant to take part in craft activities, preferring to play imaginative games outside. They followed the children's interest in space and found all were keen to join in with making a rocket and space helmets, which they enthusiastically used in their role play games.

Children are highly involved in purposeful play which they have usually initiated themselves. For example, a group of children 'painting' the outside wall discovered that water runs downhill. Soon they were ferrying bowls of water to see how far they could make it run. They spontaneously use mathematical language in their play, such as, 'full', 'longer', 'biggest', and 'more'. Children are encouraged to be curious and staff constantly develop new areas for them to explore. For example, there are several living willow wigwams and tents, that children use in a variety of ways, such as a space rocket, a quiet place to sit with friends or a support to help babies move around. Babies have fun banging with a spoon on pans and wind chimes hung from the fence, delighting in the sounds they make. Staff are skilled at directing children's play, helping them learn, for example, by ensuring puzzles are sufficiently challenging for an able two-year-old or teaching older children how to play a board game so that they can play without support next time. Staff use

'choosing books and boards' to help children know what is available and resources are clearly labelled and stored accessibly, encouraging independent play.

Staff generally develop children's early communication skills well, taking time to listen carefully and respond to children's attempts to express their needs and ideas. They know the children well and small groups of children are appointed a key person to be responsible for their learning and welfare. However, this role is not fully developed, for example, routine tasks such as nappy changing and feeding are not always done by the key person to help build an even closer and more reassuring bond. Throughout the nursery children enjoy regular stories, especially when read to on their own or in small groups. There are comfortable book areas and many children enjoy visiting these throughout the day. However, the books in the three to four's room are not clearly displayed and their use is not carefully monitored to ensure all the children are routinely looking at and developing a real love of books. Staff make some use of the Letters and Sounds guidance to develop early literacy skills but they do not have a consistent approach to this area to help all children make as much progress as they could.

Children's good health is exceptionally well promoted. They are cared for in clean, well maintained premises where staff follow and children are taught good procedures to reduce the risk of illness and cross infection. They enjoy well balanced, freshly prepared meals and snacks, which accommodate any individual dietary needs. Children learn to feed themselves and make healthy choices, for example, babies love sucking on slices of juicy melon and older children skilfully pour their own drinks. They learn about food as they grow and harvest their own vegetables. Free access to enjoyable outdoor play encourages children to be physically active and fit.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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