

Sun Rise Nursery

Inspection report for early years provision

Unique reference number	EY306165
Inspection date	05/02/2010
Inspector	Joseph Peacock

Setting address	Ludlow Close, Winsford, Cheshire, CW7 1LX
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Sun Rise Nursery is run by Over Hall Community Enterprises Limited. It opened in June 2005 and operates from three rooms in a purpose built building in the grounds of Over Hall Community School, Winsford. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 39 children aged from birth to under five years on roll. Of these, 18 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs and/or disabilities.

The nursery employs 10 staff. All staff hold appropriate early years qualifications. Seven of these staff are currently undertaking higher qualifications.

The nursery is supported by the local authority.

The provider, Over Hall Community Enterprises also operates a club called Allsorts, which provides before school care from 8am to 9am and after school care from 3.15pm to 6pm, each weekday for children attending the host school. The club takes children from four to 11 years and a maximum of 24 may attend at any one time.

The provision is registered with Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff smile a lot, are welcoming and create a safe, supportive atmosphere in which children can thrive. Parents confirm how much children enjoy attending and the good progress they make. Planning, based on careful assessments of achievement, generally meets children's needs. The enthusiastic and experienced manager has a good understanding of the strengths and with the highly motivated and caring staff, constantly seeks ways to continue improving provision. As a result, there is an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- link weekly planning more closely to the six areas of learning in the Early Years Foundation Stage curriculum to ensure a better balance of activities in each area

- ensure outdoor learning is more closely linked to indoor learning to provide children with more time and opportunities to consolidate new skills and knowledge.

The effectiveness of leadership and management of the early years provision

The manager is an inspirational leader, highly regarded by staff and parents. The significant rise in numbers on roll reflects the good quality of provision and the excellent reputation in the area. Staff work very effectively as a team to keep children safe, closely supervised in all activities and provided with enjoyable learning experiences. Robust recruitment arrangements ensure all staff are suitable to work with children and are well qualified and trained. Every child has a key worker nominated and daily assessments of children's achievements and welfare are made. These arrangements ensure that individual learning needs are met and that each child has equality of opportunity to take part in all activities. The well maintained records and well-thought out policies and procedures help promote good outcomes for all, including those with special educational needs and/or disabilities. Excellent links are securely established with parents, the school, other groups and a wide range of external agencies, which support children with specific needs.

The manager is constantly seeking ways to improve the provision further. Decisive action has resolved issues from the previous inspection. For example, parents are now provided with a regular amount of information about their children and resources for climbing, balancing and using modern technology have been increased. There is still room to increase further the resources available for information and communication technology and this is planned along with the move into part of the new children's centre, which is nearing completion. The detailed annual action plan, correctly identifies the outdoor area as a focus for further improvement. The large area of grass in particular, is currently too wet and muddy to be used for much of the time. Management staff have not quite completed their self-evaluation form. Self evaluation judgements about all aspects of the nursery have, however, been made following regular reviews and evaluative reports to the management committee.

The quality and standards of the early years provision and outcomes for children

Children are provided with a broad range of interesting, enjoyable activities and play opportunities both indoors and outside. 'Great joy every time you walk through the door' was a typically appreciative comment from a member of the management committee. Parents are equally appreciative of all that is provided for their children. 'He loves it here' commented one parent and this was borne out with the squeals of delight when the Bear Hunt was successful and children rushed in to tell staff where they had found it!

Planning is satisfactory. All ages are provided with a wide, interesting and appropriate range of activities. The under two year-olds, for example, enjoy

splashing in water and learning new words as they do it. The visitor with snakes, spiders and a rat was very popular.

There is a good balance of independent and adult-led activities. Children are constantly busy both indoors and outside. The jelly bath successfully encourages colour recognition and the three to five year-olds particularly enjoy using programmable mobile toys, cameras and listening to stories outdoors in the tent or dens that they make. Staff plan activities, which successfully build on individual children's learning, following assessments of previous learning, however, links to all six areas of learning are not always made. This means that skills for some areas of learning do not have the same emphasis as others. Communication skills, creative, physical and social skills feature prominently. However, there are fewer planned learning opportunities for mathematical development or knowledge and understanding of the world. Furthermore, outdoor learning is not always linked closely enough to areas and skills being promoted indoors.

Staff demonstrate a good understanding of how children learn in the Early Years Foundation Stage. Their praise and support for individual children ensures that all concentrate and make good progress. Making activities challenging and fun adds to children's enjoyment. All feel safe enough to sleep in the cosy corner. Healthy snacks and visitors, such as, a dietician and weekly sports sessions outdoors with two visiting specialists, ensure all have an excellent knowledge of living a healthy lifestyle.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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