



Sun Rise Nursery

Inspection report for early years provision

Unique Reference Number	EY306165
Inspection date	01 November 2005
Inspector	Sylvia Cornock
Setting Address	Over Hall Community School, Ludlow Close, Winsford, Cheshire, CW7 1LX
Telephone number	01606 869888
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Registered person	Over Hall Community Enterprise 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 good.

WHAT SORT OF SETTING IS IT?

Sunrise Day Nursery is run by Over Hall Community Enterprise Limited. It opened in June 2005 and operates from three rooms in a purpose built building. It is situated in the grounds of Over Hall Community School, Winsford. A Maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 39 children aged from 0 to under 5 years on roll. Of these, 18 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs. There are no children who speak English as an additional language.

The nursery employs 10 staff. All staff hold appropriate early years qualifications. Seven of these staff are currently undertaking further training in NVQ level three, NVQ level four or NVQ level five in either child care or management.

The nursery is supported by an early years teacher and a local authority co-ordinator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very healthy and hygienic environment. Staff are vigilant about children's safety and hygiene at all times and employ thorough procedures and routines to ensure all areas are clean and hygienic. Children are very well aware of the need to wash their hands before and after certain activities, such as, after using the toilet or before meals. Staff complete these tasks for younger children. Children within the nursery are encouraged to think about keeping themselves healthy and safe through specific themes such as 'People Who help Us'. Children within the nursery consider healthy eating as they look at foods from around the world and what is good for them. A detailed sick child policy and procedure ensures staff are alert to children who might be feeling unwell and that any necessary arrangements are made. Effective hygiene routines and procedures are employed by care staff ensuring children are healthy and kept free from infection at all times.

Children's healthy eating is well promoted through the provision of healthy snacks and meals throughout the day. Meals are freshly cooked each day and offer the children a balanced diet. Children learn the importance of healthy eating through a range of activities, looking at the different healthy foods and foods in general from around the world. Good arrangements are made for children to access drinking water throughout the day promoting children's good health and overall development.

Children's physical development is promoted well. Children have daily access to a range of physical play activities. Staff make use of the school's outdoor area to provide a range of activities which enable children to develop their small skills extremely well. However children's large physical skills such as the opportunity to climb, balance, travel over, under and through is limited through a lack of large apparatus or equipment. Children across the nursery are developing competent small physical skills through access to an extensive range of equipment and activities. Children competently use scissors, a variety of craft materials when being creative, writing materials and a variety of construction equipment.

Staff have an excellent understanding of the Birth to three framework. This framework is extremely well used to plan and carry out activities for this age range. Long, medium and short term plans are devised and involve the children in

stimulating and suitable activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety and welfare is promoted well because they are cared for in a well planned and organised environment which is conducive to their very good learning, development and enjoyment. Children are well cared for in rooms that are organised according to age, well set out and prepared prior to the children's arrival. Children access a wide variety of activities and opportunities on a daily basis which are supported by good resources and equipment. The space is well used to provide the children with a range of different play experiences throughout the day. Rooms and available play space are suitable for use by the children attending.

Children access a wide range of toys and equipment which is continually built upon by the registered provider. These resources are well used to support a very good programme of themes and activities. Children are developing competent independence skills as they self select toys and equipment from those on offer. Staff use the Birth to three framework to plan suitable activities for this age range. Children are able to explore and develop specific skills because staff give appropriate support and interaction. Children access toys and equipment which is checked regularly for safety and hygiene to ensure their safety at all times.

Children are cared for within a safe and secure environment because there are good safety policies and procedures in place. Staff are diligent in their care of children and the provision of a safe environment through the use of suitable safety equipment, plans and procedures. Risk assessments are carried out on a regular basis on all areas used by children, for example, risk assessment completed for the visit of the firemen and fire engine. Children learn to keep themselves safe through discussion with staff and gentle reminders, for example, about the importance of not running in the rooms or being aware of others around them in the outside play ground.

Staff give good consideration to children's safety and welfare. They have a good awareness and understanding of the procedures to be followed regarding child protection and their role within this area; they are clear about who is the designated member of staff responsible for child protection issues. Staff are also clear about the procedure they would follow in the event of a child being uncollected from the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children access and benefit from a well presented range of planned activities and opportunities which promote their very good learning, overall development and enjoyment. All children are offered very good opportunities which are planned by qualified and experienced staff. Staff understand the value of Birth to three framework and curriculum guidance for the Foundation Stage and use these very effectively to provide high quality care and education. Children enjoy themselves

within a relaxed and friendly environment. Children across the whole provision enjoy well planned activities which are supported by high staff ratios. A wide range of resources are extremely well used to support activities covering a variety of play experiences, for example, as children use a variety of textured materials to develop their senses, they relax and have fun.

All children arrive excited and happy and are greeted by staff who are encouraging, inviting children's enjoyment and commitment. Staff communicate and interact well with all children and as a result children are actively engaged in purposeful and challenging activities and are becoming competent learners. Children under three benefit from activities provided by staff who clearly understand Birth to three matters. The curriculum co-ordinator has been highly effective in the implementation of the Birth to three framework and regularly monitors the planning of activities across the nursery.

Nursery Education

The quality of teaching and learning is very good. Children enjoy an extensive and varied range of stimulating and exciting activities and experiences. Children enjoy and are actively engaged in activities which support their learning and development across all areas of learning. All children arrive eager, motivated and excited to learn and try the new experiences offered to them. Children have extremely good relationships with one another and adults, with a well developed understanding of the need to share and take turns. Children show care and concern for each other, they co-operate well and show respect for other children within their group. They have well developed independence skills as they are able to deal with personal tasks, put on and take off dressing up clothes, aprons and get themselves ready for outdoor play. Children are becoming confident communicators as they engage in conversations with one another and the adults who care for them. Children use an extensive vocabulary during their conversations describing what they did at home. They enjoy and listen well to stories read to them by staff, confidently describing the role of the illustrator and author. Children read books independently and to one another. Through very good staff interaction children are developing good language skills and are becoming skilful communicators. All adults working with the children respond well in response to children's questions and suggestions. Children's communication, language and literacy is given a high priority within pre-school.

Children are confident when using their mathematical vocabulary and skills in planned activities. They are able to use their understanding of shape and position during maths activity time as they compare the different sizes and count the layers on the donuts. Children are skilful as they count the steps leading to the outdoors and how many children are in the line. They are able to successfully add and subtract as they take part in the story, for example, they accurately recite how many witches are left on the broomstick. Staff actively encourage children to think and develop their mathematical skills. Children's mathematical development is given priority within pre-school.

Children engage in a range of themes and activities that help them to consider the wider world and the world they live in. They enjoy visits to the setting from the fire brigade, as they are involved in the theme 'People Who Help Us'. Children enjoy

using the various multi-cultural dressing up clothes and using various props and resources in their role play. Children engage in activities that look at nature and they observe the environment around them. However, children have very limited opportunity to use programmable toys or technological equipment.

Children's small physical skills are well provided for with access to an extensive range of equipment. However, there is a lack of appropriate large apparatus or equipment to aid the development of large physical skills, such as climbing and balancing. Children's manipulative skills are very well developed as they use writing materials and musical instruments. Children's imagination and creativity is developing extremely well through access to a wide range of resources. Role play areas are regularly changed to encourage the development of children's imagination, such as opticians and dentists. Access to baking sessions develops a range of skills.

Activities are very well planned by the teacher in charge (pedagogue co-ordinator) and other staff, involving the children in a range of interesting activities across all areas of learning. The pedagogue co-ordinator is highly motivated and committed to providing children with high quality activities and experiences. Long, medium and short term plans engage the children in stimulating activities which enables them to make very good progress in all areas of learning. Themes and activities are evaluated promptly and discussed with other pre-school staff. Children's development and progress is observed, monitored and recorded spontaneously and during focused activities. This information is used to formulate children's profiles, to inform future planning and to identify the next steps for children's learning.

Helping children make a positive contribution

The provision is satisfactory.

All children have equal access to activities and opportunities offered. Children's equality of opportunity is given a very high priority across the whole provision. All children are included in the activities provided. Their individual needs and circumstances are well known and provided for by staff. Children within the nursery are developing a very good understanding and awareness of their own environment and that of the wider world. This aspect of their learning is organised through various activities and good first hand experiences such as visitors to the setting. Children within the nursery are involved in thinking about others during activities and the consideration of 'People Who Help Us', where they enjoy visits from the fire brigade. Children access a very wide range of resources which promotes their understanding of diversity very well.

Children with special educational and specific needs are very well supported by staff across the nursery. Staff work closely with parents, carers and outside agencies ensuring that children are well cared for and receive support enabling them to participate fully in all activities. Staff have good opportunities to develop expertise in particular areas enabling them to work more effectively with children with specific needs.

Children's behaviour is very good because staff are excellent role models, showing respect and consideration for children, each other, parents and carers. Children

receive lots of positive praise and encouragement for their efforts, attempts and achievements, aiding the development of their self confidence and self-esteem. Children are polite, share, take turns, co-operate with one another and show great patience with children with particular needs. Staff work together very well as a team and interact effectively with children joining in with their activities. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is satisfactory. Children benefit from the partnership with parents and carers. Children's development and achievements are celebrated and shared with their parents and carers on a regular basis. Informal discussions upon collection of children, written records and attendance at parents evenings are used to keep parents and carers up to date with their child's progress and development. Parents and carers have access to and receive plenty of good information about the setting. However there is not a secure system which ensures that all parents have seen or read all policies and procedures. Also the well presented brochure given to parents does not include information on the curriculum or six areas of learning. Themes and information are given to parents on a weekly sheet. Parents and carers spoken to were very positive and supportive of the provision and what it offers their children. An 'open door' policy and the introduction of regular parents evenings keep them up to date with their child's development, achievements and general well-being. Pre-school children's development and achievements are recorded and shared with parents and carers regularly.

Organisation

The organisation is good.

Leadership and management is very good. Children benefit from the very good leadership and management of the whole provision. The registered person and all staff work well together to ensure the provision of high quality care and education for all children. Senior staff undertake the regular monitoring of the provision looking at staff performance, training and development, activities and the curriculum. There are clear development plans for both staff and the provision as a whole. A clear recruitment and selection procedure is in place. Staff appointments are followed by a detailed induction which is conducted by a member of the staff team who has responsibility for human resources. Regular staff and senior staff meetings and yearly appraisals with all staff are conducted ensuring staff are working in a consistent way across the provision and that training needs are met. The teacher in charge of the pre-school has responsibility for co-ordinating, monitoring and evaluating the curriculum across the nursery. Necessary checks are completed on staff as part of the recruitment procedure to ensure children's safety and welfare is observed.

A very high ratio of qualified and experienced staff supports children's learning and development well. Staff are qualified and experienced in childcare, education and other areas. Staff are committed to and offered excellent opportunities to enhance their skills and knowledge through various training courses. This has a positive impact on children's learning, development and welfare because staff keep abreast of new childcare initiatives.

Children enjoy a wide range of play experiences which are offered across well organised play spaces maximising their play and learning opportunities. All legally required documentation which contributes to children's health, safety and well-being is in place, is well maintained and regularly reviewed.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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.

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 good.

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):

- consider how the policies are provided for all parents to ensure they are aware of procedures and that good quality information on the curriculum and learning objectives are included

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):

- extend opportunities and resources for children to use programmable toys to support their learning

- provide opportunities for children to use large physical equipment to extend their climbing and balancing skills

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk