

Sunrise Day Nursery

Inspection report for early years provision

Unique reference number 144656
Inspection date 18/11/2010
Inspector Guinaz Hassam

Setting address 1 Cazenove Road, Stoke Newington, London, N16 6PA

Telephone number 020 8806 6279

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunrise Day Nursery is owned and managed by Sunrise Education Advisory Committee, consisting of trustees, parents and volunteers. The nursery has been registered since 1992. The premises consist of a converted three storey house. Children have access to two group rooms, dining room, bathroom facilities and a garden.

The nursery is registered on the Early Years Register and there are currently 24 children aged between two and five years on roll. It is also registered on the compulsory and voluntary parts of the Childcare Register so that they may take older children if they wish. The nursery opens on Monday to Friday from 8.30am to 5.00pm for 46 weeks of the year.

There are seven members of staff who work with the children, six of whom hold recognised child care qualifications. The setting also employs a cook. Teaching methods incorporate principles of Montessori and the Neo Humanistic approach.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the quality of the provision is satisfactory. Children in the Early Years Foundation Stage are making good progress in all areas of their learning and development. The setting is less effective in promoting the welfare requirements and a number have been breached. These have an impact on children's and staff safeguarding and safety. The nursery is beginning to promote inclusive practice in some areas of their work, although this area still remains an area for focus and development. The setting's capacity to maintain continuous improvement is satisfactory and they have worked hard to implement a number of good systems that promote children's learning and partnerships with parents.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing, which takes account of the nature of the outing, and review this assessment before embarking on each specific outing (Safeguarding and promoting children's welfare) 31/12/2010
- ensure that the premises are secure (Safeguarding and welfare)(Also applies to both parts of the Childcare Register) 31/12/2010
- keep a daily record of children's hours of attendance 31/12/2010

(Documentation)

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

- review the arrangements at meal and snack times so that children are able to serve themselves to food and water and that the menus in place so that meals are well balanced in all the food groups
- improve awareness of responsibilities under food hygiene legislation, with particular regards to food storage and serving
- improve deployment of staff so as to further ensure that staff and children are safeguarded and supervised adequately at all times during the day
- provide opportunities for children to develop skills for the future by providing access to information and communication technology and battery operated toys and materials
- promote children's understanding of diversity and inclusion by planning activities and experiences that encourage children to talk about, value and develop an understanding of their own and others cultures, religions, languages and backgrounds

The effectiveness of leadership and management of the early years provision

The organisation of the setting ensures that sessions generally run smoothly and all children feel included. Staff are aware of their child protection roles and responsibilities. However other safeguarding and safety procedures are not robust. For instance, the setting is not vigilant about the security of the premises to prevent unauthorised access to the building. This is a breach of requirement. Although the required staffing ratios are usually met, staff are not always effectively deployed in each group room to ensure that staff do not work on their own and this has implications for children and staff safety. Risk assessments are in place and completed on a daily basis and these are generally effective in identifying risks to children. Although staff are aware of general safety during outings they do not fully risk assess each outing as required. A register is available to record the attendance of children this is not consistently monitored by staff to ensure that attendance times for all children are documented. This is a breach of requirement.

The setting has produced an extensive self evaluation and they have identified a number of areas for development, such as the resources to reflect diversion and inclusion. However, the key areas for improvement that are linked to requirements are not identified and the setting does not demonstrate a full awareness of the quality of their setting. All recommendations made at the last inspection have been addressed effectively to benefit the children and the setting is working closely with the local authority in order to secure future improvement.

The setting overall is inviting to children and generally well organised given the limits on space. There is a good range of resources, equipment and activities that are accessible and that enable children to make choices about the resources that

they wish to play with. At present children have limited access to resources, such as battery operated toys and information and communication technology that is required to support their skills and future learning in this area. A small range of resources and images that reflect positive images of society are available to children; these help to introduce children to their immediate and wider world. The promotion of diversity and inclusion is satisfactory; for instance children sing songs in different languages and they celebrate and learn about community festivals. However children's own backgrounds, language and culture are not yet fully explored through activities and learning experiences.

Partnership with parents is well developed and parents are very happy with the service provided. They are involved in providing information about the children when they first commence at the setting and a system has recently been established to obtain ongoing information about children's learning and interests from parents on a regular basis. Parents receive feedback on a daily basis about their child's day. Newsletters and termly meetings help parents to feel involved in their children's learning and welfare. There are good systems in place to work with other providers, such as childminders, for instance notebooks are exchanged to provide consistency and good communication between the settings.

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

Good systems are in place to ensure that adults support children's learning and development effectively. The Key Worker system is well established; as a result children's individual needs are monitored and catered for. The learning environment promotes a child centred learning approach effectively. Children have access to the outdoor play with sufficient space for children to engage in physical play activities which includes using the fixed climbing equipment and slide.

The nursery has established effective systems regarding the assessment of children's progress and planning activities that meet their individual needs; these systems are used consistently by staff in both group rooms. Staff use children's learning journeys, that are supported by observations, photos and samples of their creative work, to collate regular written reviews of their progress that are shared with parents. Staff make observations of children's progress that are linked to the six areas of learning within the Early years Foundation Stage; children's progress is tracked and next steps are planned for children's development. The planning in place covers all of the areas of learning and includes information to support and prompt staff, such as questions and vocabulary. Children, parents and staff benefit from the clear methods that have been established to support children's transitions to other group rooms or to school.

Children have satisfactory opportunities to experience fresh air and exercise as they visit the park on a daily basis and can play outside at certain times of the day. Children have meals which are generally carbohydrate based using main ingredients of rice and pasta with a small amount of protein, such as cheese. The arrangements in place are not fully conducive in promoting children's

independence and self-help skills. For instance, although drinking water is available for children to help themselves the water jug is not fully accessible or within reach and children are not reminded to help themselves. Furthermore, food is served for the children directly into their bowls from the saucepans rather than from serving dishes where children can help themselves. When children are served salad staff put the salad onto the table as the bowls are too small to hold the salad. Drinks are kept on the kitchen work surface until they are served towards the end of the meal. The monitoring of kitchen procedures to ensure food safety is not rigorous, for instance refrigerator temperatures are not consistently checked to ensure that they are not too high. Children seek comfort from staff when they are upset and children are offered lots of cuddles, helping them feel secure and to settle. Most children behave well, however staff are not always aware of episodes of behaviour, such as minor disruptions of play that have an effect on the concentration of children engaged in play and learning. Staff praise children to promote positive behaviour and they are generally, although not always, consistent in their explanations to children about the value and purpose of sharing and taking turns.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 31/12/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 31/12/2010