

# Sunrise Day Nursery (Langley) Limited

Inspection report for early years provision

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**Unique reference number** EY355878  
**Inspection date** 02/08/2011  
**Inspector** Claire Parnell

**Setting address** Sutton Road, Langley, MAIDSTONE, Kent, ME17 3LZ

**Telephone number** 01622 861325  
**Email** juliebowyer@btconnect.com  
**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**

The Sunrise Day Nursery (Langley) Limited opened in 1993. It operates from four rooms in the old school buildings in Langley and children have access to an enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 39 children under eight years may attend at any one time, and there are currently 79 children on roll in this age range. The setting is in receipt of funding for the provision of free early education for children aged three and four years. The setting supports children with English as an additional language. It opens for 51 weeks of the year, on weekdays, from 8.00am until 5.30pm. There are eleven members of staff working directly with the children; all of whom hold an appropriate early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning since staff have a secure knowledge of the Early Years Foundation Stage and implement it well. Children demonstrate their strong sense of security and belonging within the setting and make well informed healthy lifestyle choices. They independently access a good range of activities that support all areas of learning, although planning systems do not highlight children's individual learning needs. Partnerships with parents are excellent and staff work closely with other settings so that children receive consistent care. Effective self-evaluation helps staff review practice, though fresh initiatives do not always reach all the team. Staff promote children's welfare effectively and they demonstrate a strong commitment to making improvements that benefit the outcomes for children.

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

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

- extend planning systems to highlight the personalised learning intentions for each child
- improve communication so that all staff become aware of new ideas to improve practice.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of how to safeguard children. Effective recruitment procedures are in place, for example, following up references to

confirm staff suitability. Staff conduct thorough daily safety checks to provide children with a safe and secure environment. Separate risk assessments are also carefully implemented for outings. Staff maintain documentation, such as accident and medication records, to promote the health and safety of all children. Children have access to a good range of resources and activities, promoting decision-making and a good balance of adult-led and child-initiated play. Careful planning of resources helps children to appreciate equipment both indoors and outdoors, with a commitment to sustainability.

Staff complete a comprehensive self-evaluation process to show the effectiveness of their practice. New strategies bring about improvements, although some ideas do not reach all the team. The setting openly accepts support from other professionals, using their suggestions to provide better outcomes for children.

Staff are fully aware of children's backgrounds and use this information well to plan activities to broaden children's knowledge of diversity. Children use resources that reflect positive images of different lifestyles, such as Travellers. Staff learn simple key words of children's home languages to aid communication and they encourage parents to share family customs from their own culture. Regular outings to the local church or duck pond, help children gain awareness of their community. Staff liaise closely with local schools and others who share the care of the children to ease transition to full time education and to provide consistent support.

The setting promotes excellent engagement with parents, based on regular discussions about the children's welfare and development. Parents make very positive comments about the openness of the setting and the accessibility of key staff to talk about any changes or concerns that arise. Staff provide a wealth of information about the setting and the individual care of the children. Parents are actively encouraged to share achievements from home and these contribute to their child's development records.

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

Children's learning is supported well as they make choices from a good range of interesting materials and equipment. There is a great sense of fun and friendship within the setting. Children show high levels of confidence and self-esteem which grows from their strong sense of security and belonging. Staff listen with genuine interest to children's conversations and use effective questions to extend children's thinking. Staff know the children well and gain close and affectionate relationships with them; therefore children feel safe, secure and welcome.

Children become absorbed in books and listen intently to stories. Babies initiate movements associated with songs, whilst older children sing along and predict the next verse and chorus. Children thoroughly enjoy outside play, which is in use extensively, regardless of weather. Children explore materials, using tools and fingers to hunt for buried treasure in sand, counting out the golden coins they discover. They solve problems together, developing skills for the future, as they

work out how to capture insects in a bug viewer and discuss their findings. All children participate in physical activities throughout the day. Babies and toddlers gain a good understanding of safety as they learn to use ladders and slides safely. Older children like to kick balls, change movements and use large equipment under appropriate supervision.

Staff plan carefully and effectively for each group of children. They provide resources to enrich children's experiences of the theme for the week. For example, the early writing table provides pictorial aids of the seaside and offers activities, such as painting pebbles and drawing pictures of the beach. Staff know their children well and use an effective system to track their achievements and identify the next steps for learning. However, the planning does not reflect this information to enable all staff to support their next steps appropriately.

Staff promote children's health and hygiene very well. Daily routines encourage children's understanding of the highly effective hygiene procedures. Children demonstrate they are well informed about healthy living as they make healthy choices, accessing fresh fruit and drinks at snack time. Children gain an awareness of how to stay safe in the sun and staff are responsive to their individual needs, for example, ensuring babies remain comfortable in hot weather. Children's behaviour is very good and they openly invite others into their play. Staff act as very positive role models and encourage good manners. There is a great deal of respect between staff and children as they talk about home life and families. Children listen to clear explanations and demonstrate a good understanding of boundaries to keep themselves and others safe. This promotes children's social skills through negotiation and cooperation.

## 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

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

### The effectiveness of leadership and management of the early years provision

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

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