

Sunrise Nursery

Inspection report for early years provision

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Inspection date	16/08/2011
Inspector	Josephine Adeyemi

Setting address	Abingdon Road, Kingston Bagpuize, Abingdon, Oxfordshire, OX13 5AR
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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

Sunrise Nursery was registered in 2000. It is privately owned and operates from a five bedroom premises on the edge of the village of Kingston Bagpuize near Abingdon in Oxfordshire. The nursery serves the local area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to provide 58 places. There are currently 99 children from four months to eight years on roll. The nursery provides free early education for children aged three and four years. Children attend for a variety of sessions. The nursery opens five days a week all year round. Sessions are from 8am to 6pm. A total of 24 staff members work with the children. Over half the staff have early years qualifications to NVQ at level 3; one has Early Years Professional Status and another holds Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the nursery and access a wide range of good quality toys and equipment. All staff demonstrate good commitment to rigorous self evaluation to maintain a responsive service to children's needs. Strong partnerships with parents and carers support an ongoing exchange of information effectively. This enhances the staff team's generally thorough understanding of each child, so children's needs are largely met well. As a result, children make good progress overall.

What steps need to be taken to improve provision further?

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

- review the risk assessment procedure to check that it covers anything with which a child may come into contact
- review current access to outdoor areas for babies, to increase their sense of well-being
- improve assessment systems further, so that these are implemented consistently across the nursery.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded owing to good systems, for example, they are

cared for by staff who have completed all required suitability checks. Updated policies provide clear guidance and a good awareness of these among the staff ensures children's well-being is protected at all times. The staff attend safeguarding training regularly to ensure they keep up-to-date with current practices regarding child protection issues. Children take part in regular evacuation drills, which supports their good understanding of safety procedures. Good staff ratios and stringent supervision by staff enable children to play and learn within a very safe and secure environment. Effective risk assessment is in place to ensure security of the children. Within individual rooms however, a few preventable accidents occur where staff have not taken account of everything with which a child may come into contact. A large, well resourced outdoor area and a wide variety of high quality resources available indoors, offers children challenging opportunities for exploration.

The management is successful in inspiring staff members to strive for excellence. Staff are very effectively deployed with the children to promote learning and development consistently. Good self-evaluation systems drive and maintain continuous improvement well. New ideas and suggestions are welcomed to ensure continued improvement for the nursery, like arrangements to support access for babies. Staff training is encouraged and supported to ensure staff have the opportunity to build on their existing knowledge.

The nursery communicates effectively with parents. Parents receive excellent information in respect of their children's days at the nursery and about their progress through detailed daily verbal and written feedback. For example, parents receive a comprehensive annual report about their children and fill out questionnaires, which feed into the nursery's self-evaluation system. The nursery communicates effectively with other settings to form good partnerships that consistently support children's outcomes. For example, they work effectively with local schools to support children during transition, through visits and exchange of information. All parents speak very highly of the staff and of every aspect of care offered to their children. Staff are highly committed to ensure all children and their families are valued and welcomed within the nursery and value children's uniqueness. Traditional days and cultural festivals are acknowledged and celebrated.

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

Staff take care of the children, effectively ensuring that they all receive consistent adult attention to their needs. They form good relationships with staff and other children. Babies enjoy their own designated area where they can explore a wide range of colourful and attractive resources. As they become mobile, children begin to explore their playroom, which is set out with a good selection of resources. However, the location of the baby room upstairs prevents them from having the required regular access to outdoor play activities. Children rest in comfortable surroundings when daytime sleep is still a need; staff provide a pleasant

atmosphere in the designated sleep areas. They are very willing to gently rock children to sleep peacefully. This helps children to feel safe and secure. Children demonstrate a good understanding of safety, for example, by using helmets to ride bikes.

Children access chosen resources independently. They benefit from an interactive outdoor area where they grow vegetables and fruits such as apples. Staff keep thorough records of observations, showing the progress each child is making in each area of learning. These records are available to parents so that they can see what their children are learning. Overall, the system for identifying children's next steps is not always clear and consistent, however. Generally, adult initiated activities are stimulating and challenging for the children. The children's behaviour is good; they play well together, taking turns and sharing toys well. The adults are good role models for the children and have very high expectations of them. Children benefit from clear boundaries and high expectations of behaviour; good manners are actively encouraged. This underpins and increases children's self-esteem and confidence effectively.

Children are supported well to adopt healthy lifestyles. They engage in physical play activities both inside and outside using resources such as bikes, balancing and climbing activity. Children show a good understanding of personal hygiene routines and wash their hands independently before and after using the toilet. They benefit from high quality meals and snacks that significantly promote healthy eating.

Children contribute positively to meal and snack times, such as helping to serve food or clean the tables. All children enjoy regular access to large separate play areas and benefit from plenty of fresh air and physical activity, except the babies. Children make good progress overall towards the early learning goals. They develop good skills for the future, for example, gaining independence skills by choosing their activities and pouring their own water and milk. They are enthusiastic in learning how to use modern technology. They learn a great deal about different customs and special times in the year. They have access to multicultural resources, posters, books and materials, so they learn about the wider world.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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	2
The extent to which children adopt healthy lifestyles	2
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