

Sunrise Early Years and Childcare Limited

Inspection report for early years provision

Unique reference number	EY423720
Inspection date	12/09/2011
Inspector	Jennifer Liverpool
Setting address	Miller Memorial Hall, The Avenue, Tottenham, N17 6TG
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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

The nursery was registered in 2011. It operates from a church hall in Tottenham in the London Borough of Haringey. Access to the building is via a ramp at ground level. Children have the use of three rooms, two on the ground floor and one on the first floor which is accessed by a flight of stairs. There are two enclosed outdoor play areas. The nursery opens from 7.30am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 51 children under eight years may attend at any one time. There are currently seven children aged from six months to three years on roll, some in part time places. None of the children are currently in receipt of nursery education funding.

There are three members of staff. The manager has early years professional status and a member of staff is qualified to NVQ at level 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides a welcoming environment for children where they make sound progress in their learning and development. Overall, children's welfare is adequately promoted through sound policies and procedures. Partnership with parents is positive and this contributes to the continuity of care given to children. The manager and staff demonstrate sound capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- request parental permission at the time of the child's admission to the provision to seek any necessary emergency medical advice or treatment in the future (Promoting and safeguarding children's welfare) 13/09/2011

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

- obtain written parental permission for children to take part in outings
- improve the risk assessment procedure to cover trip hazards and anything with which a children may come into contact

- increase opportunities for children to develop independence skills at snack and lunch times
- provide more opportunities for babies to discover and explore natural and malleable materials in order to develop their sensory experiences
- observe and assess children's abilities in all of the six areas of learning and analyse the observational assessments to identify the next steps in children's learning and development

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately promoted because vetting systems are in place to check that staff are suitable to work with them. This includes Criminal Bureau Record checks; references and photographic identification documentation. Staff have a sound knowledge and understanding of child protection and a clear safeguarding policy is in place to guide staff. The premises are secure, ensuring children are unable to leave the premises unsupervised. In addition to this, visitors are monitored when they are on the premises and a record is kept of their arrival and departure times. Staff carry out daily risk assessments in each room and outdoors to identify potential hazards; however, the current process is not fully robust. For example, the floor mat in the first floor room is a potential trip hazard and the storage of baby equipment on top of a cupboard located in the play room is also potentially hazardous. Risk assessments for outings are effective to promote children's safety when out on trips, though the setting has not obtained written parental permission for children to take part in outings. There are good procedures in place to prevent the spread of infection. For example, staff wear protective clothing when cooking food, preparing milk feeds and during nappy changing routines. Some staff hold a current first aid certificate. This means they can give appropriate care if there is an accident.

The deployment of resources is satisfactory. There are sufficient travel cots and high chairs that allow babies to sleep, rest and sit in comfort and safety. Toys and equipment are in good condition and developmentally appropriate for all children. Also, there is a developing range of resources that are non-stereotypical and show images of some diverse aspects of society. The setting welcomes parents and children through greeting them on their arrival. Additionally, the setting provides a welcome board showing 'welcome' in different community languages, demonstrating positive attitudes towards equality and diversity. Staff are suitably deployed and they re-group children to maintain staffing ratios in order that all children are supervised and adequately supported. Mandatory records are mainly in place, confidential and maintained. However, the staff have not requested parental written permission for urgent medical treatment or advice for the children who attend the setting on an occasional or flexible arrangement. This is a breach of the welfare requirement.

Partnerships with parents are positive. Staff are beginning to encourage parents to contribute to an initial assessment of their child in order to have a good knowledge of children's individual needs from the start. Parents are provided with suitable

information about the Early Years Foundation Stage through posters, activity sheets on wall display and children's daily record book. Staff have recently developed a feedback tree box to seek the views of the parents. Parents make positive comments about the daily information they receive and how their child enjoys attending the setting. Staff are developing links with external agencies and childcare professionals to promote children's care. The manager and staff have begun to monitor and evaluate the quality of the provision on offer to children and as a result of this they have planned training for the future and are developing the range of resources to support children's development and learning.

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

Children benefit from staff's warm and friendly attitude, which increases their sense of security and trust. Children are gaining self-confidence as they form close relationships with their key person. They are also developing good relationships with their peers and are learning to share and take turns when playing together. Children's independence is generally promoted as they have safe and easy access to toys and equipment. They are also provided with steps to reach up to the toilet and hand basin so they can attend to their personal needs. However, children are not always encouraged to develop independence skills at snack and lunch times. This is because staff serve food to the children and pour out their drinks without allowing children to help themselves. Also, older babies are not given enough opportunities to learn to feed themselves because staff spoon feed them at lunch times. Staff manage children's behaviour through simple explanations that are appropriate to the age and understanding of the children. During circle time, some of the older children are able to remind their peers of some of the setting's ground rules. Children become aware of other cultures, different races and language through posters and books. This helps children to develop children's understanding of diversity.

Staff are beginning to observe children during play and use their notes to assess children's development. However, the current system is not yet fully developed to ensure that children are assessed in all of the areas of learning in order for staff to be fully knowledgeable about their individual talents. Furthermore, observations notes are not yet analysed to identify where there is a need for further support. In spite of these shortfalls, children are making sound progress as staff provide a suitable range of activities linked to the areas of learning and consider children's interests to aid children's learning. Babies can explore the texture of different types of smooth, soft and shiny materials and experiment with sounds when playing on activity blankets and musical toys. They are also provided with plastic bottles filled with glitter and coloured water in order to explore objects. Babies do not receive sufficient opportunities to discover and explore water, dough and paint in order that they make sense and respond to what they see, touch and smell.

Children receive appropriate support to enable them to develop early writing skills

through appropriate activities. Young children are beginning to make marks when using large sized markers and pencils on paper. All children enjoy singing nursery rhymes and songs during circle time sessions. Staff sing 'twinkle twinkle little star' when changing babies nappies and babies respond by babbling. Children's language is developing well and opportunities are given for them to recognise letters in theirs and other children's names. Most children can confidently count to ten and are beginning to recognise numbers one to five. Trips to the post box help children to develop an understanding of the common features in their community.

Staff monitor babies and young children's food intake and nappies changes to ensure they remain healthy. Children regularly play outside and they enjoy physical activities such as, running, ball games and crawling through the tunnel. Children's dietary needs are known by staff and their specific requirements are catered for at meal times. Children are provided with generally balanced and nutritious foods such as, spaghetti with vegetables, egg stir fried rice and shepherds pie with broccoli. Fresh drinking water is available throughout the session. Staff remind children to walk and not run indoors and children respond well. Children and staff practise the emergency evacuation procedure. This helps children to become familiar with the routine in the event of an emergency.

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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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

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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