

Sunrise Day Nursery

Inspection report for early years provision

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Inspection date	10/10/2011
Inspector	Susan Scott

Setting address	The Station House, Station Road, HARRIETSHAM, Kent, ME17 1JA
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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 Day Nursery is one of two privately-owned nurseries. It opened in September 2011 and operates from five rooms in a converted station house in the village of Harrietsham, Kent. There is an outside play area, car parking and access for those with disabilities to the ground floor of the nursery. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under eight years may attend the nursery at any one time, and of these, not more than six may be under two years at any one time. The nursery is open each weekday from 8am to 6pm all year round. Of the 14 children attending the nursery, two receive funding for nursery education. There are five members of staff including the manager, who all hold appropriate early years qualifications. Four staff have a National Vocational Qualification at level 3 and one has a qualification at level 2. The manager is working towards an early years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who have established a welcoming service that supports children and their families. Children's individual interests and skills are observed, assessed and used to provide experiences to promote their progress. Resources are not always consistently used by all staff to extend children's development; however, an action plan to address this is in the early stages of implementation. Staff use self-evaluation well to identify improvements they can make and they attend training in order to continuously improve the service offered. Parents' views are sought to assist in evaluating the provision and there are good systems in place to safeguard children and promote their welfare.

What steps need to be taken to improve provision further?

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

- develop further the planning and resourcing of a challenging environment where children's play can be supported and extended by a wide range of attractively presented play opportunities at all times.

The effectiveness of leadership and management of the early years provision

The staff form a welcoming team who are keen to build upon the positive experiences children have at the nursery. They are vigilant and have a clear understanding of their duty to safeguard children from harm. The nursery has all of the required policies and procedures in place to safeguard children and to ensure their welfare. For instance, the accident records are all complete with parental signatures, which ensures parents and carers are fully informed of children's injuries and the treatment administered by qualified first aiders. Staff all have a clear understanding of the procedures to follow if they have any concerns about the children. The staff protect children's welfare by vetting all adults who come into the building and ensuring the ratios provide good supervision of children. There are risk assessments to enable children to be kept safe both inside the building and when they go outside and on local trips. The certificates of registration and insurance are displayed and the policies and procedures, including one for complaints, are available to visitors and parents.

The manager and staff evaluate their practice to ensure children have positive experiences. They have identified an action plan to develop and improve the nursery. The staff have completed a self-evaluation of the setting and use feedback from parents to identify improvements they can make. Staff attend training and share what they have learned to bring about further improvements. Children can access a variety of resources reflecting diversity to ensure they develop a balanced view of society. Children benefit from playing in a spacious and attractive environment, where opportunities for challenging play are being developed. Children can access a selection of toys and resources and these mostly extend children's interest in their play and learning, particularly with staff input.

The staff are keen to work with other organisations that can offer services to children who attend, in order to provide effective support. They have systems in place to enable parents to seek advice from specialists so that children's needs can be identified and supported effectively. Staff have positive relationships with parents and other agencies, which enables them to work together to meet the needs of individuals successfully. They are aware of children's developing needs and respond to these promptly, which means that children are effectively supported if they experience difficulties. Good two-way communication ensures staff regularly make parents aware of children's achievements and any individual needs they may have. Information is exchanged with parents and there are planned consultations to discuss their children's progress records several times each year.

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

There is a thorough system for the use of observational assessments, to enable children's progress by identifying children's next steps across each area of learning and development. Staff construct plans covering all areas of learning, which reflect the learning priorities for all children. All staff are supported to enable them to develop their skills in using the system. Resources provide children with a range of varied play and learning experiences; for example, there are books and imaginative play resources reflecting different cultures, which enable all children to feel settled and confident. However, resources are not consistently well presented as dressing-up clothes are stored in a lidded wicker chest and boxes of supplies for children to help themselves to have lids clipped on.

Children benefit from good procedures to protect their safety as they are cared for in very clean, attractive and spacious premises where there are effective safety measures in place. There are well planned safety procedures; for instance, when the staff take children on walks out in the local community they wear high visibility clothing. Children enjoy outdoor play every day but the frequency of their access to the indoor soft play room and vigorous play opportunities is not consistently programmed to provide a wide enough range of physically challenging activities. The outdoor play area is due to be installed very soon, which will offer a safety surface for use with large apparatus; however, there are currently limited resources available to encourage safe and vigorous physical play.

Children learn to washing their hands, helping themselves to soap and paper towels. They are encouraged to understand that they need to do this to protect their good health. Snack routines provide staff with good opportunities to promote discussions about healthy eating, which are enjoyed by all children. For example, children are encouraged to describe the vegetables in their garden which increases their understanding of how food is produced. Children learn desirable behaviour through consistent routines, for instance, by helping to tidy away toys they have used. Their understanding of right and wrong is successfully promoted through positive relationships with adults who praise them and offer recognition for helpful behaviour or achievements. This develops their self-esteem and confidence.

Children's social skills are developing well as they clearly feel very happy and secure at the nursery. Staff ensure babies are comforted through close physical contact, for example, when they are soothed to go to sleep. Older children successfully make friends with each other as they are all new to the nursery and happily engage in a range of play with adults, or with others in small groups. For example, they like to engage in imaginative play with small figures and cars. Children play outside frequently and enjoy using sand and water to mix cement in the cement mixer. This develops their understanding of textures and varied materials, and staff extend their knowledge and understanding of everyday experiences like building a wall.

Children enjoy good opportunities to participate in painting and singing activities

and enjoy performing action songs, which develops their coordination and physical skills. They enjoy sharing books with staff and develop their confidence by responding to questions posed by staff when sharing these. They successfully develop their self-esteem when talking to staff, who acknowledge their interests and experiences.

Children participate in creative activities, such as making a collage, and they recognise a variety of colours and shapes when prompted by staff who ask skilful questions. They develop their understanding of technology by using programmable toys with software programs for their use. This promotes their learning successfully, enabling them to follow instructions and develop their co-ordination and dexterity. Children enjoy exploring in the local community by going on a number of walks with staff, who reinforce their understanding of how to keep safe near the stream and the dangers of traffic. They begin to develop their understanding of healthy lifestyles through the nursery routines and older children learn that vigorous activity makes their heart beat faster, which is beneficial.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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