

# Sunrise Day Nursery

Inspection report for early years provision

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**Unique reference number** EY295495  
**Inspection date** 07/03/2012  
**Inspector** Scott Thomas

**Setting address** 87 Chester Road, Sutton Coldfield, West Midlands, B73 5BA

**Telephone number** 0121 3543311

**Email**

**Type of setting** Childcare - Non-Domestic

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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 opened in 2005. It is privately owned and operates from a detached building in Sutton Coldfield, Birmingham and is close to all local amenities. The nursery is open each weekday from 7.30am until 6pm all year round. All children have access to an outdoor play area.

A maximum of 62 children may attend the nursery at any one time. There are currently 69 children aged from six months to eight years on roll. The setting receives funding for the provision of free early education for children aged two, three and four years. The setting is registered on the Early Years Register and compulsory part of the Childcare Register.

The nursery employs 16 members of staff. Of these 13, including the manager, hold appropriate early years qualifications and three are working towards a recognised qualification. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Outcomes for children at this nursery are poor. Systems to review, monitor and measure the effectiveness of the provision have failed to identify the weaknesses and several legal requirements are not met. These relate to staff understanding of safeguarding procedures, cleanliness, equality of opportunities, balance of play, and the observational assessment arrangements. Due to these weaknesses many of the children's individual needs are not met and parents are less able to become fully involved in their child's learning. Records, policies and procedures required for safe and efficient management of the nursery and to ensure that the needs of all children are met are not maintained effectively. Poor inclusive practice seriously hinders the nursery's ability to include those children who speak English as an additional language.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare)(also applies to the 21/03/2012

- compulsory and voluntary part of the Childcare Register)
- implement an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and/or disabilities (Safeguarding and promoting children's welfare)(also applies to the compulsory and voluntary part of the Childcare Register) 21/03/2012
- implement effective systems to ensure that the individual needs of all children are met (Organisation) 21/03/2012
- ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 21/03/2012
- use sensitive observational assessment to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals(Organisation) 21/03/2012
- promote the good health of children, take necessary steps to prevent the spread of infection, including improving the cleanliness of nappy changing facilities (Safeguarding and promoting children's welfare) 21/03/2012
- ensure children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs.(Safeguarding and promoting children's welfare)(also applies to the compulsory and voluntary part of the Childcare Register) 21/03/2012

To improve the early years provision the registered person should:

- develop the relationship with parents by sharing more information and offering support for extending learning in the home.

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

Children's safety is significantly compromised as staff have a limited understanding of their roles and responsibilities for protecting children from abuse. While most staff have attended suitable training on child protection, support staff have been missed out and managers have neglected to rectify this in a timely manner. Direction from key members of staff has been compromised as roles have recently changed. Systems to monitor working practice do not address issues that have the potential to put a child at risk. The management team do not work together collaboratively to meet their safeguarding responsibilities. As with many of the written policies, staff are aware of their existence but are unable to confidently implement procedures into everyday practice. Permissions are sought from parents for outings; however, details provided to parents about outings are brief and do not include, for example, the venue details of the outing.

Risk assessments for the premises are not reviewed on a regular basis and do not include all unsafe areas. For example, hazards such as the front gate, first floor windows and the buggy store have been missed. Consequently children are exposed to possible hazards and are at risk of harm. The general cleanliness of the setting is poor. Nappy changing areas are not cleaned according to daily schedules, and toilet areas are not checked throughout the day. This means children are exposed to further risks due to the toys and food equipment being stored inappropriately in these areas.

The provider ensures most adults who work at the nursery are suitable to look after children and have unsupervised access to them. Simple processes are in place to supervise and monitor staff, but these are poorly managed. For example, staff training records are inconsistent and fail to identify gaps.

In the main staff and managers engage with parents and carers appropriately. The nursery is building on relationships through simple processes which inform parents of their child's progress, their care needs and forthcoming events such as parents' evenings and a family trip to a local farm. Parents and carers are provided with some information about the early years provision. Parents and carers are generally encouraged to share what they know about their child. Some systems are starting to be developed to enable parents and carers to contribute to their children's learning and development. A password protected camera security system allows parents to view their children as they settle and through all day viewing.

Links with other providers delivering the Early Years Foundation Stage are not yet established to ensure progression and continuity of learning for children. The nursery does not demonstrate an ability to work with other professionals, such as safeguarding agencies, which is not supportive of a multi-agency approach. There are no formal monitoring systems in place to identify the progress of individual children or groups of children. For example, groups of boys are not planned for effectively as adults do not demonstrate an understanding of their needs. As a result children are disengaged with their learning. Children who speak English as an Additional Language are not supported effectively. Staff are hesitant of children's additional languages and needs and are not working with parents or other agencies to support their language or cultural development within the setting.

Systematic failures in the monitoring and reviewing processes have led to a number of regulations not being met. Evaluations carried out by the management team lack substance and merely check to see if a procedure is in place rather than measuring its effectiveness. This has resulted in a significant disparity between the setting's self evaluation and its actual practice. Some of the recommendations from the previous inspection have been addressed in a practical sense, but many lack meaning to the children. For example, staff still do not plan experiences that are relevant, imaginative, motivating, enjoyable and challenging. Plans for the future are not well targeted to bring about further improvement to the provision and raise outcomes for children.

Many of the nursery's resources and displays are poorly organised and do not support children's play and learning effectively. For example, babies have

interlocking bricks which they are not able to build with. Book areas are crowded; books are damaged and insufficient to promote communication, language and literacy.

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

Some aspects of healthy lifestyles are promoted in the nursery. Children receive a balanced and nutritious diet, which is prepared by a cook in facilities considered 'excellent' by the local authority. For example, staff encourage babies to feed themselves as they eat small pieces of fruit, such as apple and grapes. Children are served water and milk at most meals and snack times. However, outside play is not used well to promote children's physical development because the staff are not knowledgeable about this area. Children are also exposed to risks of cross infection due to ineffective hand washing routines and weaknesses in systems to ensure that areas and equipment used by the children are clean.

The staff are inconsistent and have a poor understanding of behaviour management strategies. Staff tend to play a supervisory role with children always reacting to recurring incidents caused by negative behaviour. Consequently children repeatedly get into difficulties with each other. They do not learn how to resolve their own differences and continue to display unwanted behaviour; this means children do not develop respect for each other.

Adults who work with children do not teach them about rules and boundaries. Therefore children have little understanding and awareness of safety issues which poses a significant risk to their own safety and that of others. For example, older children do not respond well to being asked to stop climbing on furniture and younger children are left to suck dry wipe pens because staff are not watchful enough. Children are exposed to further risks when staff fail to be vigilant in securing the safety gates at the top of the stairs.

Children's progress towards the early learning goals is limited because adults give poor support and encouragement. Children do not have good relationships with all adults who care for them and often do not appear to enjoy their learning. The learning and development requirements are not fully understood by the majority of staff who work at the nursery. Systems for observing and assessing children's achievements are inconsistent and ineffectively recorded. Consequently the staff do not identify the next steps children need to take appropriately nor make effective links with activity planning. There is a poor balance in play and learning which is led by the children and that led by the adults, particularly for the older children. Consequently children are not active learners and are not effectively challenged and supported. For example, weekly activity plans are not well balanced and miss some areas of learning such as knowledge and understanding of the world and physical development. Poor monitoring systems also make it more difficult to accurately identify the progress of groups or individual children.

Many children do not experience effective and purposeful play due to poor adult

interaction. Children's language skills are not developing effectively because their behaviour and confidence within their environment impedes this. Communication between children and adult's is sporadic and consists of short exchanges. The environment gives few opportunities for children to talk and communicate with each other. Areas are also set up so that active play interferes with less active and quiet play. Consequently children are not developing skills to try out new words or think and solve problems.

A number of opportunities are missed by staff for children to be independent and develop their skills for the future. For example, children are not able to serve themselves at snack or lunch time. Children are beginning to develop their information, communication and technology skills through access to a computer. Children's ability to solve problems, reason and use numbers in a variety of everyday activities is minimal and at times non-existent particularly for older children.



## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
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	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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## 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. (Arrangements for safeguarding children and How the childcare provision is organised) 21/03/2012

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. (Arrangements for safeguarding children and How the childcare provision is organised) 21/03/2012