

Sunrise at Wharton

Inspection report for early years provision

Unique reference number	EY362409
Inspection date	13/03/2012
Inspector	Sylvia Cornock

Setting address	Wharton Children's Centre, Bradbury Road, Winsford, CW7 3HN
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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 at Wharton was registered in 2007. It operates from two large rooms within the purpose built Wharton Children's Centre in the Wharton area of Winsford, West Cheshire and Chester. It is one of two nurseries within children's centres that are owned by Over Hall Community Enterprises Ltd., which is a registered charity. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. Children have access to secure outside play areas. The setting serves the local community and wider area.

A maximum of 60 children may attend the nursery at any one time, of these, not more than 12 children may be under 2 years. There are currently 110 children on roll. The setting is in receipt of funding for early education. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 19 members of staff, including the manager, who work directly with the children. Of these, the manager and 15 staff hold National Vocational Qualification Level 3, one staff member holds Early Years Professional Status. Two staff are currently undertaking NVQ level 3 qualification. The setting is supported by the local authority early years consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted, with some outstanding aspects. They make excellent progress in their learning and development and enjoy an extensive range of highly enjoyable activities and resources. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Staff are professional and they maintain a high standard of care and education. Children's progress is imaginatively shared through good partnerships with parents and carers and excellent partnerships with other early years professionals. Over all, the setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- ensure the daily record of the names of the children looked after accurately records their hours of attendance (Documentation).

14/03/2012

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

- ensure regular evacuation drills are carried out to ensure all staff and children know the procedures.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the safety and welfare of children is given high priority throughout the setting. Staff's good knowledge and understanding of safeguarding through comprehensive policies and procedures is evident. Highly effective recruitment, employment and induction procedures are in place to protect children. The whole staff team is enthusiastic and highly motivated towards providing good quality care and education for children. Staff are enthusiastic and committed towards their involvement in the self-evaluation process in order to bring about continuous improvement. For example, they have fully addressed the five recommendations from their last inspection. Staff appraisals and regular staff meetings enhance staff development and as a result they have a good understanding of their roles and responsibilities. Consequently, they work highly effectively as a team because they feel valued, supported and involved with the setting.

The organisation and management of the setting is good with the focus always on helping children to make good progress and promoting their welfare. For example, staff use daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. However, the regularity of practising evacuations of the premises to ensure all children and staff know the procedure is limited. Also, the daily recording of children's hours of attendance is not consistently accurate, this is a breach in the requirements. A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Children with special educational needs and/or disabilities are extremely well supported through the staffs' exceptional liaison with other professionals, parents and carers. Children from the travelling community and children who speak English as an additional language are superbly supported through resources and activities, such as, books and visual labelling in different languages promote children's awareness of the wider world. Deployment of resources throughout the nursery to support children's learning is excellent. They keep extensive daily records of children's progress and make detailed activity plans, to ensure the six areas of learning are providing a stimulating and exciting environment both inside and outside. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve. Excellent systems are in place to work alongside the reception class teachers, other settings and carers to ensure the progression, continuity of learning and smooth transition of children.

Partnership with parents and carers is good as staff discuss aspects of their child's learning and development with them. They share good information through daily discussions and the completion of the child's daily record book for the younger children. Staff offer good support and guidance to enable parents and carers to

effectively be involved in their child's learning and achievements. However, staff recognise that this is an area for further development. Displayed information, children's artwork and informative 'learning journeys' clearly display to parents the high quality care and education that is offered. Parents and carers comment on how they appreciate the staffs' commitment and the valuable support they give to their child's welfare and education.

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

The learning environment provided by the staff and their interaction with children to support their learning and enjoyment, is excellent. Children are greeted at the door into a welcoming environment. The superb range of resources are varied, stimulating and easy to access. Routines for indoor and outdoor play are consistently used and applied. Their levels of achievement are exceptional in relation to their starting points and capabilities. Staff organise the space and resources within the indoor and outdoor areas with great skill offering an extremely wide choice of experiences and interests. This ensures that children receive a rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play.

Children are making excellent progress in their personal, social and emotional development because staff are effective at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. Staff provide excellent resources to enhance children's development of communication, language and literacy skills. Children enjoy reading as they freely access a high quality selection of books. Older children are extremely competent in recognising numbers and letters. They demonstrate excellent listening and concentration skills. For example, children sit together and eagerly respond with interest as they sing songs and share personal experiences, such as, riding their bicycles, the colour of their bikes and wearing a helmet to keep you safe. They hold conversations with each other and adults using excellent language and words in their descriptions. Children's creativity is supported through excellent access to a substantial range of role play equipment, construction toys and an extensive range of media, such as chalks, paint, sand, water and dough. They enjoy opportunities to design and make objects using recycled materials. Staff take every opportunity to develop children's technology, problem solving and mathematical skills, through counting in many everyday situations and using the computer. All children enjoy and have great fun in the well resourced outdoor area where they can choose activities to develop their creative and physical skills.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe through themes, discussions and road safety when out walking in the community. The setting focuses heavily upon promoting the children's emotional and physical health, and cultural diversity. They embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals. The promotion of healthy eating is outstanding because staff provide children with an extensive understanding of

which foods and drinks are good for them, through the healthy and nutritious snacks and meals provided. Children know how to act safely outdoors and adopt good personal hygiene as older and more able children use the toilet facilities independently. Staff blend daily routines and activities so that children acquire competency, confidence and independence in all areas. As a result, children exhibit excellent skills for the future.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1
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	1

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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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