

# Sunrise Day Nursery

87 Chester Road, Sutton Coldfield, West Midlands, B73 5BA

<b>Inspection date</b>	15/10/2012
Previous inspection date	07/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy, content and enjoy attending this welcoming setting. They make sound progress in their learning and development and are supported by caring, experienced practitioners who plan activities based on children's interests and play preferences.
- The successful implementation of the key person system improves relationships with children and their families. Children settle quickly in the setting and form secure attachments with practitioners, which helps them to feel safe.

### It is not yet good because

- The existing system for overseeing the curriculum through monitoring of the educational programme is not fully embedded to ensure this continues to have a positive impact on children's learning and development.
- The new system for planning, observation and assessment has yet to be consolidated and refined to ensure information about children's skills, abilities and progress across the setting is consistent and precise.
- The learning environment outdoors has not been fully extended to maximise learning opportunities in all areas, for example, to help children develop their physical skills by riding bikes and being able to climb.
- The processes for self-evaluation do not yet include contributions from parents, carers and children.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in three playrooms, the outside play area and lunch time in the dining room.
- The inspector held meetings with the manager of the provision and the deputy manager.  
  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Jacqueline Nation

## Full Report

### Information about the setting

Sunrise Day Nursery opened in 2005. It is privately owned, operates from a detached building in Sutton Coldfield, Birmingham, and is close to all local amenities. Children are

cared for in playrooms based on their age and stage of development. The nursery is open each weekday from 7.30am until 6pm all year round. All children have access to an outdoor play area.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 53 children on roll, all of whom are in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 15 members of staff, 14 of whom, are qualified to level 3. Two members of staff are working towards recognised level 5 qualification, and one is working towards a foundation degree in early years.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop further the system for monitoring and reviewing the educational programmes to provide a clear overview of the progress of children within the nursery, ensuring that any gaps in areas of learning are identified and to track the progress of different groups of children.

#### **To further improve the quality of the early years provision the provider should:**

- evaluate the planning, observation and assessment systems to make sure they display an accurate understanding of all children's skills, abilities and progress to help identify children who may need further intervention or support
- improve the resources in the outdoor area to enrich opportunities for children to enhance their physical skills, confidence and development
- develop further the methods for self-evaluation to include the view of parents, carers and children.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are content and settled in the nursery. They make steady progress in their learning and development towards the early learning goals. They are consistently

supported by practitioners who know them well and respond to their interests. Practitioners work well together to plan a balance of adult-led and child-initiated activities which are interesting and enjoyed by the children. They interact well with the children and ask questions to promote their language and thinking skills. The environment and resources are adequate in supporting children's learning and development, and practitioners have reviewed the organisation of the playrooms to benefit children. Resources are arranged to make them easily accessible and this enables children to initiate their own play and play at their own pace.

Older children benefit from free-flow access to the garden and younger children have opportunities to play outdoors each day. Children enjoy their time in the garden. However, there are not enough resources in the outdoor area to promote children skills in pedalling bikes or enhance their climbing skills, and this hampers this aspect of their development. The outdoor environment provides children with opportunities to develop some skills in expressive art and design with resources available for drawing, sticking and painting. While outdoors, children have fun running around and listening to stories. They also make marks with chalks on the pathway and practitioners help them to link sounds to letters as they play. This helps foster their literacy skills. Parachute games are a great source of fun as children listen to the instructions and work together as a team. A constant supply of water is needed for children who are keen to water the plants and make their own 'muddy' digging area.

Children arrive confidently at the nursery and show through the day that they are becoming familiar with the routines as they get their coats to play outside and help during lunch time routines. They behave well, use good manners and are learning to share and take turns. Children's mathematical skills are encouraged as they count during activities. They talk about shapes and colours, and explore the properties of sand and water. All children like to explore and investigate using a range of resources and natural materials, such as leaves, shells and cones; they shake sensory bottles and investigate the contents of treasure baskets. They play happily in their rooms using all the resources available, with a member of staff close by to support them; for example, when children learn how to use the computer or cut with scissors. Children love painting, making play dough and drawing with chalks and crayons. They build using wooden blocks and make a 'big' tower to knock down. Babies and younger children have plenty of space to move around freely to encourage their coordination and movement; they can hide in the tent or crawl through the tunnel. Babies are beginning to find a voice and discover new words. They enjoy mark making, exploring musical instruments and looking at books. Communication and language are fostered well in all areas of the nursery. Older children are confident as they express their views and make their needs known. Younger children enjoy singing songs and looking at picture books where practitioners reinforce words with them. Children are supported in understanding differences and diversity through organised activities and cultural events. Trips out teach children about the community and wider world as they visit the pet shop, local supermarket and garden centre.

The nursery works well with parents from the outset. They gather information about children's starting points and record information about individual care routines, additional needs and parents' preferences. This helps the key person to get to know the children well and be knowledgeable about their interests and play preferences. Suitable arrangements

are in place when children move rooms within the setting to ensure they are supported in their transition. Parents are provided with information about their child's achievements through daily discussions and parents evenings which take place each term. Parents are encouraged to contribute to their child's learning profile and share their observations from home. Babies have home journals where parents can add essential information.

Equality of opportunity is promoted and this ensures all children and families are valued and respected. The nursery has developed strategies to support children who have English as an additional language to help them feel secure and foster their language skills while in their care. All practitioners have attended training to develop their knowledge and skills about how to support children where English is not their first language. They work with parents to gain an understanding of key words and phrases, and use pictures cards to support children during activities and daily routines.

The systems in place for planning, observation and assessment have recently been reviewed and are in their infancy. Currently, documents are being appraised by the nursery and practitioner team to make sure they work effectively and support planning for individual children in a clear and effective way. The nursery recognises the importance of smooth transition arrangements for the children's next phase in their learning and has established suitable links with local schools to ensure continuity of care and learning.

### **The contribution of the early years provision to the well-being of children**

Children arrive confidently at this welcoming setting where their safety is good given consideration. The setting takes appropriate steps to manage or eliminate risks to children by conducting risk assessments and daily safety checks. Children learn about how to keep themselves safe with reminders about how to use resources and equipment safely and by being involved in the emergency evacuation procedures. Older children use the self-registration system and hang their coats on named pegs. They get their coats to play outside and help during lunch time routines by clearing away their cutlery and plates after use. Artwork is displayed, showing children that their achievements are valued and giving them a sense of pride.

Children behave well and practitioners consider the organisation of the playroom and access to a wide range of resources to be crucial to this, together with planning around children's interests and play preferences, creating a well-organised environment. Children develop positive relationships with their peers; practitioners are kind and attentive and have a warm rapport with every child. This is supported by a well-established key person system which fosters children's well-being effectively. Children use good manners and are learning to share and take turns. Practitioners support children's well-being by being close by when they need support to achieve. For example, lunchtime is a sociable occasion where practitioners sit and chat with the children and give support to the younger children. They talk to them about what they like to eat and children serve themselves more food if they are hungry. Good attention is given to monitoring the care routines of the youngest children in the nursery, with regard to their feeds, meals and sleep routines. Parents spoken to at the time of the inspection particularly like the key person display boards in each room; these show photographs depicting their children's enjoyment and

achievement. They also comment on the very friendly and caring practitioner team and are pleased with what the nursery has achieved with their children.

Children's individual health, physical and dietary needs are effectively met. These are well documented and understood by the nursery cook and practitioner team. A healthy lifestyle is encouraged and children keep active through good opportunities to play outdoors. All children are provided with healthy and nutritious meals which are freshly cooked each day.

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

Safeguarding procedures are secure and practitioners are aware of the procedures to follow should they have any concerns about a child in their care. Safeguarding is on the agenda at every practitioner meeting and all the team receive in-house training. The safeguarding procedure is displayed in each room and the policy is shared with parents. Criminal Records Bureau checks are in place for all staff to ensure their suitability to work with children. The management team are quick to respond to any safety or practice issues that arise, and practitioners are deployed effectively and supervise the children well. Parents are able to view their children in the nursery using a protected camera security system, and this helps them to see how their children are settling in and observe them as they play. All the required documents are in place to meet the welfare requirements of the Early Years Foundation Stage and are stored to ensure confidentiality. Suitable systems are in place for appraisals and professional development, with opportunities to complete training to enhance their knowledge and skills, such as behaviour manager and health and safety training.

Practitioners create an environment that is welcoming and safe where children are helped to learn through play and grow in confidence. Children are given the time to concentrate on activities and enjoy achieving what they set out to do. Parents are warmly welcomed into the setting and their views about the provision are sought informally through discussion and through the use of a questionnaire. However, the nursery has yet to include parents' and children's contributions in the self-evaluation procedures. The setting has a clear understanding of the importance of working in partnership with external agencies to ensure appropriate intervention for children who may need additional support.

Since the last inspection the management and practitioner team have been focused on quality improvement to help the setting move forward. They have been involved in external quality audits and worked closely with the local authority and a range of professionals. Actions and recommendations from the last inspection have been implemented appropriately to promote children's safety, learning, development, health, well-being and partnerships. The setting demonstrates a clear commitment to continuous improvement and is fully aware of what they do well and the areas for development, such as improving the outdoor learning area and introducing a signing method with babies. All practitioners have a sound understanding of how children learn and have embraced the recent changes in the Early Years Foundation Stage. However, the system used by

managers to monitor the educational programme is not yet fully developed to enhance children's learning and development beyond the sound progress they already make.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY295495
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	883720
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Sunrise Day Nursery Ltd.
<b>Date of previous inspection</b>	07/03/2012
<b>Telephone number</b>	0121 3543311

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are



usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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