

# Sunrise Nursery

Southampton City College, St. Mary Street, Southampton, Hampshire, SO14 1AR

<b>Inspection date</b>	15/02/2013
Previous inspection date	09/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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		2

## The quality and standards of the early years provision

### This provision is good

- Staff know the children well and use this knowledge to help them settle in.
- Effective planning systems help to ensure that individual children make good progress in their learning and development.
- The key person system is well established and staff develop warm relationships with children and parents.
- There is a welcoming and inviting atmosphere and babies especially benefit from a stimulating and enabling environment.
- Diversity is valued and children with English as an additional language are well supported by bilingual members of staff.
- Staff are effective at building partnerships with parents and outside agencies to support children in making progress.

### It is not yet outstanding because

- Staff do not make full use of the outdoor area to extend children's learning in all areas.
- At times, the routines of the day interrupt children's play and learning.

## 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 staff and children in the indoor and outdoor environment.
- The inspector had discussions with staff and looked at some of the children's records.
- The inspector held discussions with the manager and registered person and looked at policies and documentation.
- The inspector spoke to children and their parents and carers.
- The inspector carried out a joint observation with the deputy manager.

## Inspector

Sue Bowler

## Full Report

### Information about the setting

Sunrise Nursery opened in 2005 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries owned by the provider and is located on the site of Southampton City College. The nursery serves the local area as well as providing places for the children of students attending the college.

The nursery opens each weekday from 8am to 6pm for 51 weeks of the year. There are 130 children on roll, aged from 6 weeks, who are all in the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 25 members of staff. Of these, 24 staff hold appropriate childcare qualifications, including one member of staff who has gained Early Years Professional Status. The newest member of staff is being supported towards gaining appropriate childcare qualifications.

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

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

- develop the outdoor environment further to provide a more stimulating, challenging and inviting area for children to play and promote all areas of their learning
- review the structure and routines in the pre-school room in order to promote active learning throughout the day.

### **Inspection judgements**

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

Children settle well, are confident and independent learners and so make good progress in their learning. The key person system enables children and parents and carers to form a close relationship with a particular member of staff. This helps children and parents and carers to feel confident and welcome. Staff have a good knowledge of children's interests and needs because they gather this information during their settling in visits. Staff build on this knowledge through observing, monitoring and recording each child's progress. Planning for the next stages in their learning is shared regularly with parents and carers. This enables children to make good progress in their learning and helps them enjoy their activities at nursery. Parents say that they are especially happy with how their children settle at nursery and the progress that they make. They also say that they feel welcome and included. Staff are able to accurately track children's progress as they complete a the two-year check which is shared with parents. Parents are encouraged to contribute to this and the information is used to plan effectively for individual children to continue their learning at home and at nursery.

Children show good levels of interest in what they do. For example, babies develop their listening and concentration skills as staff notice their fascination with shakers. The babies are offered a range of shakers that make different sounds. They make choices and their attention is prolonged by the adult copying what the baby does and adding key words to build on their developing language. Older children are confident communicators as they are supported in developing their language and vocabulary. Staff make time to listen to children and have meaningful conversations about the things that interest them as they sit with them at snack and lunch times. Children with English as an additional language make progress in learning English as they are supported by bilingual staff. All children learn to value each other's languages and cultures through activities, celebrations and learning different languages. The children can take part in 'Polish Fridays' where they learn words, listen to songs and stories in Polish. The Polish children enjoy hearing their home language and feel valued, while all children feel proud of learning new words. They develop their listening skills and practice forming new sounds.

Children learn about books, stories and songs. They have access to comfortable book areas and adults tell and read stories to individuals and groups of children. This leads to a good foundation in literacy skills and helps to prepare children for starting school. For example, a toddler snuggles up with their key person for a story when they have finished at an activity, while older children make their own 'talking book' with photographs and their own recorded voices telling and enacting a favourite story. Children's creativity is encouraged by knowledgeable staff, who provide opportunities for children to explore texture and materials. Babies investigate different items in treasure baskets, toddlers create joint large-scale pictures when they explore paint, chalk, fabrics, glitter and glue. Older children enjoy the sounds they make with musical instruments. Children enjoy using play dough and develop their hand control when using tools. They further develop their physical skills outside as they ride bikes, play with balls and climb up the slide. The outdoor area provides good opportunities for children's physical development. However, resources here do not cover all areas of learning to support children who learn better outside. Outings to the park and walks in the local area and around the college promote the children's understanding of the wider world. Children are encouraged to be independent as the toys and resources in the rooms are organised so that even the youngest children can choose what they want to play with. Older children find their names to self-register when they arrive and use charts to check if their play space is safe.

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

Staff share information with each other and with parents and carers to provide consistency of care. The key person system ensures that there is a close relationship between the children, the key person, and the parents. They also involve outside agencies as required. This ensures that children settle well, form close relationships, feel valued and grow in confidence. Staff are sensitive to the needs of individuals as they start at the setting. They work in close partnership with parents, offering them the opportunity to stay with their child as they settle in and then gradually extend the time that they leave them as the child becomes more confident. This process is sensitively managed depending on the needs of the child. The key person has time to talk to the parents every day and there is also a link

book to ensure that parents are fully informed. Parents are invited to review meetings to ensure that information is regularly shared.

When children are ready to move on to another room, the process is discussed with parents and a number of visits are made with the key person so that the child feels confident in their new surroundings. Children are also supported when they are going to school as the nursery makes links with schools and teachers. Where possible, teachers from schools come to visit the children at nursery or staff may accompany children on a visit to school. This enables children to feel confident when moving on and ensures that their learning is not disrupted.

Children are well behaved and they know the routine and structure of the sessions as well as the rules and boundaries. Children are encouraged to contribute their own ideas to the rules. Staff help children learn right from wrong through sensitive interaction and reinforcement. This helps children feel safe and secure. Children often remind each other of the rules and are encouraged to talk about their own needs and those of others. Children gain an understanding of how to keep healthy, as they are provided with healthy snacks and a hot lunch prepared by a specialist in healthy nursery meals. Children enjoy helping to organise meal and snack times and learn to be independent as they pour their own drinks, spread their own butter and help to clear away. Staff and children follow good hygiene routines and the majority of staff are trained in food hygiene. Children develop skills in looking after themselves as they get tissues to blow their noses, wash their hands, get their coats on and organise their own belongings. The children benefit from being out in the fresh air every day and enjoy a range of activities outside.

Staff are deployed well to ensure that children are supervised and kept safe, while having time to interact with children and support their learning and development. Children can choose many of the resources they need independently, so that they can make decisions about their play. At times, pre-school children have to wait between activities such as going outside and waiting for snack and lunchtime. Therefore, some opportunities for children to be active learners are missed.

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

There are robust policies and procedures in place and staff and managers demonstrate a good understanding of the Early Years Foundation Stage framework. Staff know what to do if they have any safeguarding concerns and demonstrate that they follow the fire procedure effectively with minimal disruption for the children. Secure risk assessment enables children to play in safety. All accidents and incidents are clearly recorded. The manager collates these records regularly to identify any patterns of concern, and updates risk assessments as necessary. There are robust recruitment and induction procedures in place to ensure that staff are suitable to work with children. Staff are encouraged to gain additional qualifications and develop professionally. There are secure systems in place to encourage staff to learn from each other by sharing their knowledge, expertise and good practice. All staff complete an effective induction process to help them understand their roles and responsibilities.

The managers have implemented ongoing systems to promote improvement through self-evaluation. This helps to identify a clear plan for future improvements. Managers and staff work well together and share a commitment to providing good quality care and learning for children. There is an effective system in place for appraising and supervising all staff. This ensures that they have regular opportunities to discuss concerns or issues and plan how to address these and develop their practice. Managers observe staff and monitor planning and children's development records. This enable them to have a clear overview of the curriculum and can address any gaps in progress or needs within the setting.

Partnerships with parents are established and parents speak highly of the staff and the care that their children receive. The managers regularly review communication avenues available to parents and try new ways to gain feedback such as the post box. This is in addition to parents views gained from questionnaires, informal chats, children's progress meetings and comments books. Parents are updated through newsletters and notice boards as well as individual communication links regarding their child. Partnerships with outside agencies are particularly effective in supporting children with specific needs and their families. Staff take note of all the information they gain, building a picture of the whole child so that they can accurately tailor the provision to meet each child's needs. This enables children to feel secure and valued, so that they can make good progress in their learning.

### 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>	EY313729
<b>Local authority</b>	Southampton
<b>Inspection number</b>	903243
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	81
<b>Number of children on roll</b>	130
<b>Name of provider</b>	Sunrise (Little Shipmates) Ltd
<b>Date of previous inspection</b>	09/06/2009
<b>Telephone number</b>	02380 829393

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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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