

Rise and Shine Day Nursery

Jack Hunt School, Ledbury Road, Peterborough, Cambridgeshire, PE3 9PN

Inspection date	28/05/2013
Previous inspection date	27/09/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
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

- The nursery has developed good links with parents and involves them well in their children's learning. This helps to achieve consistent learning experiences for all children.
- Children's emotional well-being is appropriately supported because they enjoy affectionate relationships with the adults who care for them, and their friends.
- Staff promote children's physical development well by engaging them in enjoyable, active games, such as musical chairs.

It is not yet good because

- The deployment of resources for older children does not extend their growing independence. In addition, staff have a tendency to do practical tasks themselves, instead of enabling children to take responsibility. This affects their readiness for school.
- Self-evaluation is not fully effective in helping the nursery to develop and prioritise future plans for improvement.
- Younger children have fewer opportunities than older children to explore and use natural materials.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke with the manager and the deputy about the management processes, such as staff recruitment and self-evaluation.
- The inspector observed and spoke with the children during the inspection.
- The inspector took account of the views of parents through discussion and their comments and survey responses.
- A range of documentation was checked, including children's registration forms, registers, policies and procedures and the children's learning records.

Inspector

Veronica Sharpe

Full Report

Information about the setting

Rise and Shine Day Nursery opened in 2003 and is registered on the Early Years Register. The nursery is privately owned and is situated adjacent to the Jack Hunt Secondary School in Peterborough. The nursery is a converted bungalow and consists of four group rooms, toilets, office and kitchen. An enclosed outdoor area is available for outdoor play.

The nursery is open all year round, from 8am until 6pm with the exception of Christmas and public holidays. There are currently 54 children on roll within the early years age range. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery provides funded early education for two-, three- and four-year-olds.

There are 10 members of staff who work directly with the children and this includes the provider, who also manages the nursery. Of these, nine hold childcare qualifications to level 3, and one holds a qualification at level 2. One member of staff also holds a foundation degree, one other member of staff is working towards one. One member of staff is working towards a level 3 qualification.

What the setting needs to do to improve further

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

- support older children's growing independence by developing further the range of accessible, stimulating resources that enable them to lead their own play, explore, investigate and experience things for themselves.

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

- develop further the use of self-evaluation to more clearly identify strengths and priorities for development in order to continuously improve the quality of the provision for all children
- improve the educational programme for expressive arts and design by enhancing younger children's opportunities to explore natural materials, for example, by increasing the use of treasure baskets
- encourage children to learn practical life skills by involving them in everyday routines, such as tidying away, or sweeping up sand.

Inspection judgements

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

Children enjoy their time at the nursery and make satisfactory progress in their learning and development. Staff plan a reasonable range of child and adult-led activities that children enjoy. Planning and assessment has been reviewed since the last inspection to ensure children's progress is suitably monitored. During activities staff show satisfactory teaching skills as they support children and use conversation and questioning to encourage children to think critically and creatively. Resources in the pre-school room are not organised effectively to promote children's choices during periods of free play. This affects children's ability to follow their interests and fully develop independent learning. For example, although there is an attractive writing station, the writing materials it contains lack variety. Consequently, children's progress is steady, rather than good and they are not entirely prepared for the next stage in their learning, including school.

Staff frequently read to children of all ages and ensure there is always a good selection of books available. Some staff are skilled story tellers and engage children effectively in active, enjoyable songs and games. They encourage children to join in and speculate on what happens next, which suitably supports their communication and language. Children who are learning English as an additional language benefit from relevant signs and displays, that show their home languages and represent their home backgrounds. Staff learn key words and provide visual prompts, such as photographs showing hand washing routines, so children quickly learn necessary routines and develop their understanding of English.

Older children participate in a good range of art and craft activities, for example, they make models from 'junk' and learn about colour as they mix paint. Younger children explore some different media, such as paint and sand, but have fewer opportunities to express themselves with other natural materials. Staff encourage toddlers to develop their physical skills as they navigate the steps and ramp of the small indoor climbing frame, or use sit and ride toys in the garden. Children of all ages enjoy music and join in eagerly with popular nursery songs and rhymes, which develops their sense of rhythm. Children's knowledge of early technology is adequately supported as adults introduce them to electronic interactive toys and musical instruments. Older children enjoy pretend play with toy cameras, and ask each other to pose and smile.

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

Flexible settling-in procedures enable staff to quickly develop a sound understanding of children's individual needs and stage of development. Consequently, children feel secure and show positive, affectionate bonds with their key person. Parents contribute good information about their children's routines, preferences and abilities, which helps to provide a smooth transition from home into the nursery. Children in all the areas have times where they play together so they have good opportunities to develop friendships and learn to socialise with children of differing ages. This helps to support them as they

prepare to meet a wider range of children and families in their future transitions, such as school.

Staff provide children with positive role models and encourage polite and kind behaviour. As a result children show caring attitudes towards one another, for example, an older child spontaneously comforts a child who is upset with a warm hug. Generally, children's behaviour is good and they cooperate well during their activities. Older children speak confidently to the adults around them, showing good levels of self-esteem. Staff encourage children to be responsible for their own self-care, such as washing their hands and getting their coats and boots on ready for outdoor activities. However, there is a tendency for staff to carry out some practical tasks that children enjoy, such as sweeping up sand or tidying away resources. This means children's practical skills are not fully developed, ready for the next stage in their learning.

Staff maintain efficient nappy changing routines and keep the nursery hygienically clean to promote children's health and avoid cross-infections. Children learn about safety in practical ways, for example, they practise the fire drill. Children develop healthy lifestyles because they access the outdoor areas at regular intervals during the nursery day. Staff positively encourage children to participate in active games indoors and out, such as 'musical chairs', which develops an enthusiasm for enjoyable exercise. Children have healthy and varied food selections at snack time and enjoy a reasonable range of appetising cooked meals for lunch or tea. Older children serve their own meals and pour their own drinks during meal times to promote their independence. They develop their understanding of healthy foods through planned activities, such as baking, or playing food related games.

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

Staff show a suitable understanding of safeguarding procedures and regularly attend training to update their knowledge of child protection. Two members of staff have attended the advanced safeguarding training so there is always someone available to offer informed guidance if necessary. The nursery has clear written policies to further ensure children are adequately safeguarded. These are easily available for staff to refer to. Any visitors to the nursery are constantly supervised to keep children safe. Staff conduct daily checks of the nursery premises to ensure children's safety indoors and out. Written risk assessments take account of other factors, such as the cleanliness of bathroom areas, toys and equipment. As a result, children play in a safe and adequately clean environment. Recruitment procedures are robust. All staff undergo appropriate checks to ensure they are safe and suitable to work with the children. The manager implements an effective induction programme so staff are made aware of their roles and responsibilities. All of which helps to ensure children's safety.

The manager adequately monitors the performance of staff through regular meetings and appraisals. Almost all the staff hold childcare qualifications at level 3, and they show an enthusiastic approach to their work, which helps to ensure children enjoy their learning. The introduction of new planning and assessment since the last inspection enables staff to

track and monitor children's progress appropriately and therefore make suitable plans for the next steps in their learning. The nursery's self-evaluation has been sufficiently improved since the last inspection in that it has helped the provider to make some positive changes and the action raised at the last inspection has been met. The cleanliness of the nursery environment has been much improved; suitable risk assessments and checking procedures have been implemented to ensure cleanliness and hygiene is reasonably maintained. However, improvements are generally focussed on those previously identified issues, rather than identifying priorities as a result of rigorous self-evaluation. Consequently, the setting's progress is steady, rather than good.

Parents indicate they are pleased with the quality of the provision and believe their children are safe and well cared for. They receive a suitable range of written information about the setting, including guidance on the learning and development requirements. Staff provide parents with daily feedback about their children's activities and make sure they know about any accidents or incidents. Partnerships with other agencies, such as speech and language specialists, help to ensure children with special educational needs and/or disabilities receive suitable support. The nursery has developed sound partnerships with local schools and other early years providers. Information about children's development is appropriately shared to help promote continuity of learning.

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 action. 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

Unique reference number	EY225879
Local authority	Peterborough
Inspection number	920203
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	54
Name of provider	Alison Jean Holmes
Date of previous inspection	27/09/2012
Telephone number	01733 268 794

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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, which are usually the childminder's 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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