

# Sunrise Day Nursery

1 Cazenove Road, Stoke Newington, London, N16 6PA

<b>Inspection date</b>	18/06/2013
Previous inspection date	18/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
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

- Staff make appropriate use of the Montessori equipment to help children learn and acquire useful skills for the future.
- The nursery provides children with a variety of healthy and nutritious meals. Children learn about the importance of healthy eating.
- Children are confident and independent learners. They benefit from a real sense of belonging.

### It is not yet good because

- Staff do not always adhere to the nursery's policies regarding the safety of children on outings, or supervise children effectively at all times on the premises.
- Staff do not make the most of opportunities to challenge older children in their learning so that they make good progress in all areas of learning.
- Staff do not use the outdoor play area effectively to offer a wide range of learning experiences for 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
- 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.

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 children taking part in a variety of activities.
- The inspector accompanied some staff and children on an outing to a playground.
- The inspector talked with members of staff and a parent.
- The inspector interviewed the principal, and her deputy, and took part in a joint observation with the principal.
- The inspector sampled the nursery's documentation with a particular focus on children's learning records and the safeguarding policies and procedures.

## Inspector

Jill Nugent

## Full Report

### Information about the setting

Sunrise Day Nursery registered in 1992 and is a part of the Sunrise Education Trust. The nursery operates from a converted three-storey building in Stoke Newington in the London Borough of Hackney. Children have the use of two play rooms, one on the ground floor and one on the first floor, and a dining room in the basement. These rooms are accessed via staircases. There is a secure outdoor play area at the rear of the building. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 8.30am to 5pm, for 46 weeks of the year. The nursery employs 10 members of staff, the majority of whom hold suitable childcare qualifications. One member of staff holds qualified teacher status. Teaching methods incorporate principles of the Montessori approach alongside the nursery's Neo-Humanist philosophy. Currently there are 25 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education to children aged, three and four years.

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

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

- improve staff's supervision of children on the premises to ensure that children keep safe.
- review the procedures for the supervision of children on outings to ensure that all potential risks are taken into account and that there is always effective supervision while on outings to keep children safe

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

- develop the use of the outdoor area as an alternative learning area with a range of play activities on offer for all children.
- make the most of opportunities during free play sessions and circle times to challenge and extend older children in their learning

## Inspection judgements

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

Staff plan and provide a variety of activities that generally meet the needs of children who attend. A particular strength of the nursery is its Montessori approach. Staff offer a choice of Montessori equipment every morning so that children can make independent choices to support their own learning. Staff support children in their learning through the use of talk and demonstration, which helps children to develop new skills. Younger children show much interest in exploring and particularly enjoy the practical life equipment, learning how to transfer materials in different ways. Older children demonstrate good skills as they learn to use letters and numbers for a particular purpose. Children learn to use all of their senses to explore, for example, feeling letters and shapes or looking closely at numerals. These Montessori activities provide children with a broad learning base which prepares them well for school.

Staff engage children in conversation while they explore and this encourages children to think and communicate themselves. Children especially enjoy books and like to browse on their own, or in groups. Older children often gather to look at a book or hear a story, becoming involved in lively discussion with each other. This helps them to explore the meaning of language and to reflect on their own experiences. Younger children benefit from well-organised circle times, which involve learning songs or hearing stories. For example, children are enthralled by the telling of a story about a tiger through the use of props, such as a toy tiger and play people. Circle times for older children, however, are not so well organised and do not always engage them sufficiently well through interest and challenge. For example, when children are encouraged to play ring games, or sing familiar songs, their interest soon wanes.

Staff promote an understanding of mathematical language and concepts during free play and at group times. Children show much interest in drawing and often spend long periods creating pictures. They learn new techniques using different creative materials, such as painting on wax drawings to create 'magic' paintings. However, staff do not make the most of these opportunities, which build on children's interests, to talk with them and challenge them, enabling them to develop further the key skills required for future learning at school.

All children have opportunities to practise their physical skills daily, on outings to parks and playgrounds. They practise climbing and balancing on the large challenging playground equipment. Staff organise visits to local amenities, such as the shops and library. These offer interesting learning experiences for children and help them get to know the local community. Children learn about the natural environment when growing plants or looking closely at flowers and trees in the parks. They enjoy a wide variety of creative activities, using arts and crafts materials, and like to explore music and dance. Staff encourage an awareness of diversity in a wider world. Children learn songs in different languages and discover more about the differing backgrounds of other children, for example, when a parent leads a cooking activity. Older children also have opportunities

to use a computer to reinforce their learning.

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

Children benefit from the homely feel of the nursery and are very well settled. The daily circle and group times help children to develop a sense of belonging and they form close friendships with other children. They learn about yoga and meditation, both of which help to promote a sense of well-being. Children are generally aware of their boundaries and understand how to behave responsibly. They are attentive to staff and follow directions appropriately, for example, when holding hands to walk to the park. At times, however, staff do not make children fully aware of potential risks, for instance, when using the staircases at the nursery or on outings to parks and playgrounds.

Children develop much self-confidence and learn to make their own decisions. Younger children focus well on their chosen activities. They learn to concentrate on their chosen tasks and often become totally absorbed in what they are doing. In this way they are encouraged to be active and investigative learners. Older children also like to explore but do not always maintain their focus. The choice of interesting activities is limited and children sometimes show signs of boredom after a while, tending to move to the drawing table or looking at books on the carpet. In particular, staff do not use the outdoor play area as an effective learning resource. Older children are not always offered a choice of outdoor play activities to complement their indoor play and learning. Younger children only have an opportunity for outdoor play in the late afternoon. Consequently children's all-round development is not well supported through the provision of stimulating indoor and outside learning environments offering a wide range of learning experiences.

Staff encourage children to adopt healthy lifestyles. The cook provides an interesting variety of healthy and nutritious vegetarian meals. Lunch times are well organised. Children have a choice of foods and sit in small groups with a member of staff. They talk about the importance of healthy eating and the quality of the different foods on offer. This helps them to develop social skills and encourages them to eat well. Children enjoy a quiet time after lunch each day. They are able to relax or rest according to their differing care needs. Older children like to join in role-play activities and devise imaginative games with friends. This helps them to relax and avoid becoming over-tired during the rest of the day. There is drinking water available for children when they feel thirsty. Staff keep the play areas tidy and also encourage children to put things away after using them. In this way children learn respect for others and their environment. They learn to share fairly and to take turns so that there is a harmonious atmosphere in the nursery.

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

The nursery's documentation is well organised and provides a sound foundation for staff's practice. There are appropriate policies in place to promote the safeguarding of all children. However the policy regarding the supervision of children on outings is not fully

adhered to by staff. For example, staff do not routinely take a list of children with their emergency contact details with them to the playground, as part of their safeguarding measures. In addition staff find it difficult to supervise children effectively as the nursery children do not stand out in any way from those members of the public also using the playground. In addition, staff do not always take account of the fact that the playground has two separate gates, which poses a potential risk regarding children's security. This is a breach of the legal requirement to ensure that children are kept safe on outings. The nursery is also breaching a requirement of the Childcare Register.

The principal regularly updates herself, and staff, regarding current safeguarding and child protection procedures. She carries out checks on all staff to ensure that they are suitable to work with children. All staff are trained in first aid. Staff carry out regular written risk assessments of the nursery premises and include the actions taken to minimise potential risks to children. They guide and direct children when moving around the premises and when out walking in the local area. However, staff are not always rigorous in their supervision of children on the premises, for example, when younger children are using the staircases or older children are using the toilets. This has an impact on how well children keep safe and healthy at nursery.

Staff are well deployed between the two play rooms so that children feel supported during their play and exploration. The day is organised to allow children to mix at times and so develop a sense of community. Members of staff who are trained in the Montessori approach work particularly well with children, helping them to progress through the range of Montessori equipment. In general staff are aware of individual children's stages of development and their learning needs. They make use of regular observations to assess children's progress in each learning area and to plan for future learning.

Staff actively encourage parents to become involved in their children's learning. New parents receive information about the nursery's philosophy, the Early Years Foundation Stage, daily routines and its Montessori approach. They invite parents to regular consultations so that they are able to exchange information about their children's progress. On a daily basis staff talk with parents and share their observations. They take note of parents' comments or suggestions and any requests regarding their children's learning. When necessary staff work in partnership with other early years professionals to ensure continuity of care and learning for individual children. As a result children benefit from a consistent approach, which contributes to their individual needs being met. Parents are very happy with the care and education their children receive at the nursery.

The principal and deputy work closely together to monitor the systems and procedures and to instigate further development where needed. They involve staff in a process of self-evaluation, which highlights areas requiring further improvement. They organise regular parents' meetings so that their views can also be taken into account. They respond positively to suggestions from their early years advisor and take these into account when devising action plans for the future. For example, the deputy has introduced changes to the observational assessment system and is now working on extra resourcing for the outdoor play area. The principal encourages staff to attend regular training events, particularly those that help to improve outcomes for children. For instance, staff have recently trained in behaviour management and sign language. Overall the nursery

maintains a capacity for continual improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that children are kept safe on the premises and on outings (compulsory part of the Childcare Register).
- ensure that children are kept safe on the premises and on outings (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	144656
<b>Local authority</b>	Hackney
<b>Inspection number</b>	814085
<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>	25
<b>Number of children on roll</b>	25
<b>Name of provider</b>	The Sunrise Education Trust
<b>Date of previous inspection</b>	18/11/2010
<b>Telephone number</b>	020 8806 6279

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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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