

Sunrise Nurseries

147-149 Alfreton Road, NOTTINGHAM, NG7 3JL

Inspection date

Previous inspection date

28/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Children are not challenged appropriately because observations and assessments are not consistently used to identify next steps, plan stimulating learning experiences or to monitor their progress.
- Children's progress in their learning is impeded because information gained from and shared with parents is not used to support children's learning in the setting or at home.
- Children with English as an additional language are not supported in their language development because staff do not use key words from their home language.
- There are inconsistencies in the way staff interact with children and ways of monitoring and reviewing staff performance and identifying where the provision does not meet the requirements of the Early Years Foundation Stage do not address weaknesses in teaching and care.
- Risk assessments are not robust enough to ensure that all hazards are identified and minimised and behaviour management is poor. Therefore, children's safety is compromised.
- Children are not provided with healthy, balanced and nutritious meals. Therefore, they are not learning about the importance of a healthy diet.

It has the following strengths

- The manager shows determination to improve the service to 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 during activities indoors and outdoors.
- The inspector carried out a joint observation with the newly appointed manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the registered person, manager, children and practitioners at appropriate times throughout the inspection.

Inspector

Joanne Gray

Full Report

Information about the setting

The Sunrise Nurseries was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Radford area of Nottingham. The nursery serves the local area and is accessible to all children. It operates from a shared building and there is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, two have qualifications at level 3 and one has a qualification at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently five children attending who are in the early years age group. The nursery supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice to

ensure that all necessary measures are taken to minimise risks to children's safety and review risk assessments regularly. This is with particular regard to sharp corners to the wall in the outside play area, hot water to sinks in children's toilets and child safety gate.

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

- improve the educational programmes and assessments to offer more personalised learning opportunities for children in line with their individual next steps in learning
- improve the two-way flow of information with parents to ensure consistency in children's learning. Make sure staff use information gained from parents to assess children's starting points
- provide opportunities for children with English as an additional language to use familiar words from their home language in their play and learning
- provide regular and effective supervision arrangements in order to ensure staff improve their knowledge, understanding and practice so that children's care and learning are consistently supported
- ensure that children are provided with meals, snacks and drinks that are healthy, balanced and nutritious and which take into account their individual dietary requirements
- ensure the activities consistently offer sufficient challenge, in order to build on children's full capacity to learn
- ensure observations are effectively undertaken and use the information gathered to monitor the progress children make over time
- implement an effective behaviour management policy which develops children's understanding of reasonable and consistent boundaries
- improve the 'progress checks at age two' to ensure they identify children's strengths, and any areas where the children's progress is less than expected.

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

- develop effective systems for careful monitoring and analysis of practice, and use the views of staff, parents and children to help develop challenging targets for improvement that are focused on raising the overall level of quality, and support children's achievement over time

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

Children's learning and development is not adequately promoted. This is because staff do not have a secure understanding of how to plan a broad range of activities that provide depth and breadth across all areas of learning. The recent introduction of a new observation system by the local authority support worker is beginning to enable some staff to identify the next steps in children's learning. However, they are not using this information to plan challenging activities for children so they are not making sufficient progress in their learning.

Children do not have continuity in their learning and development because staff do not use information gained from parents to inform children's next steps in learning. For example, a parent writes a comment that their child can feed themselves with a fork and spoon but in the nursery they are only given a spoon. This is a backward step in the child's development and was unnoticed by the key person. In addition, staff do not use information from parents, or their own early observations of the children to form initial assessments of the children's development. This makes it difficult for staff to target children's learning effectively or demonstrate any progress they may have made since they started at nursery. The nursery has started to complete a 'progress check at age two' for children and this is shared with parents. However, it lacks detail and does not offer ideas for parents to extend their child's learning at home.

Staff do not use everyday routines as opportunities to interact with children or extend their learning. For example, at lunchtime staff supervise the children without initiating conversation or talking to them about what they are eating.

Children with English as an additional language are not supported in their language development. This is because key words from their home language are not used. Therefore, they cannot use their home language in their play and learning to develop their skills in English. Also, the visual environment does not effectively represent all of the languages spoken by the children. Therefore, children do not learn to recognise words written in their home language or learn that all languages are equally valued in the nursery.

The newly appointed manager, who was visiting during the inspection, takes charge of organising the resources outside. This gives staff opportunity to interact positively with children. For example, they kneel down to the children's level and show them how to

'pour' the sand through the wheel to make it 'turn, really fast'. However, staff do not want the children to mix the sand and water together and insist that they wear aprons. This has a negative effect on their engagement and motivation to play and explore. Children's independence and motivation to learn is further impeded because some staff intervene too soon. For example, they build the train track for the children instead of waiting to see if they can do it themselves or helping them to do it.

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

Behaviour management in the setting is poor. There are no consistent boundaries in place and staff do not explain to children why their behaviour is inappropriate. Consequently, children find it difficult to share and are unaware of how their behaviour affects the feelings of others. This lack of guidance also results in children being unable to keep themselves safe. For example, they do not learn not to run inside or not to climb under the safety gate. The meals provided by the nursery or brought in by parents are not balanced and nutritious. For example, children only have plain noodles or rice for lunch, there are no sauces or vegetables to accompany them. Consequently, children are not developing an understanding of the importance of healthy eating. Children have regular access to the outside area and this helps them develop some understanding of how to keep themselves healthy through regular exercise and fresh air.

Children are not supported to manage their own personal needs because staff do things for them. For example, they wipe their faces after lunch, remove their aprons and wash their hands. This does not support children's independence. Routines are hectic and children are unsure of what is going to happen next.

Children's well-being is not considered at sleep time because some are made to lay down when they do not want to and they become upset. Some appropriate information is gained from parents when children start at the nursery so their care needs are adequately met. One member of staff is key person to all the children who attend and they have all formed suitable relationships with her. Therefore, they are happy to leave their parents and are settled. Children do not attend any other settings and are cared for in one room at present, so transitional arrangements are not currently in place, although the manager understands the importance of this.

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

Leadership and management of the nursery is inadequate. The registered provider has not met several of the legal requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register requirements. The registered person's ability to reflect on practice is poor and relies on help from others. For example, some actions from the last inadequate inspection have been met with the help from local authority support workers. Questionnaires are available for parents to give their views on the

nursery's strengths and weaknesses but these are not completed. The registered person has not explored other ways of gaining their views, or those of staff and children, so they are not contributing to the improvement process.

Weaknesses in children's individual planning, assessments and observations means that their individual learning needs are not well identified or met. Therefore, they are not making sufficient progress in their learning and development. A lack of planning and organisation of activities and resources also means children do not benefit from challenging learning experiences based on their individual needs and interests. Although, some improvement has been made to the delivery of the educational programmes since the last inspection this lacks consistency and is not monitored by the registered person. Staff monitoring and supervision is poor and this means that ineffective practice remains unchallenged. In addition, training is not targeted in order to improve staff's personal effectiveness in meeting the children's needs. However, the registered person has made some progress in addressing the training needs of staff following the last inspection. For example, staff who prepare meals have attended food hygiene training and they now record temperatures in the fridge and probe food to ensure it is heated to a sufficient temperature. The kitchen has recently been inspected by the local environmental health department and received 'three stars' for hygiene.

Children's safety is compromised because practitioners do not conduct thorough risk assessments to ensure the nursery is safe and secure. This is with particular regard to very hot water in the sinks children use to wash their hands in and a safety gate, which children can easily crawl under and gain unsupervised access to the entrance hallway. In addition, following an action from the last inspection, foam was placed on sharp corners to a wall outside. However, some of this has now fallen off and was not noticed despite daily checks by staff. Children are adequately safeguarded as staff have an appropriate understanding of child protection procedures and have relevant training. There are adequate recruitment and vetting processes in place to ensure that those working with the children are suitable to do so. New practitioners are given adequate induction into the nursery so they understand their roles and responsibilities.

The inspector carried out a joint observation with the newly appointed manager who was visiting during the inspection. During this observation it was clear that some staff adhere strictly to routines, for example, when children are expected to sleep. The manager immediately intervened and told the member of staff to let a child play and that he should not be made to sleep. In addition, she took charge when children were running around inside and encouraged them to play outside. She organised the resources and provided them with water, brushes and other toys to motivate their learning. Due to her intervention, children were engaged in purposeful play for the first time during the session. This demonstrates that the new manager is bringing positive aspects to the provision and has the capacity to improve practice and the provision for children. The manager works closely with the local authority and other agencies, where required, to improve systems and to support children's needs. Parents have access to their children's developmental records and the manager is confident in her relationship with them and feels they would tell her if they were unhappy with any aspects of the nursery.

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 all necessary measures are taken to minimise risks to children's safety and review risk assessments regularly. This is with particular regard to sharp corners to the wall in the outside play area, hot water to sinks in children's toilets and child safety gate (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise risks to children's safety and review risk assessments regularly. This is with particular regard to sharp corners to the wall in the outside play area, hot water to sinks in children's toilets and child safety gate (compulsory 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

Unique reference number	EY444359
Local authority	Nottingham City
Inspection number	928428
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	5
Name of provider	Sunrise Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	07412184029

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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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