

Sunrise Day Nursery

87 Chester Road, SUTTON COLDFIELD, West Midlands, B73 5BA

Inspection date	04/09/2013
Previous inspection date	15/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children enjoy their time at this very welcoming and supportive nursery where they can explore, make their own discoveries, solve problems and learn skills for life to ensure they are ready for the next stages in their learning.
- Practitioners have a good understanding of how children learn, and make the most of opportunities to promote children's learning through play, discussions and group activities. Children enjoy a broad range of quality experiences linked directly to their interests and developmental needs.
- A well-established key person system helps children form secure attachments which promotes their well-being effectively. Practitioners have a warm rapport with the children. Children are happy and confident to express themselves.
- There is a strong focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement; this helps them to develop many new skills and supports their enjoyment and well-being effectively.

It is not yet outstanding because

- Opportunities for older children in the baby room to enhance their creative skills by accessing resources themselves, have not been fully embraced.
- Opportunities for parents to share their observations from home have yet to be fully extended to ensure they can be more actively involved in their child's 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
- 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 activities in all playrooms, lunchtime in the pre-school room, and children playing in the outside play area.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at a range of documentation including, risk assessments, recording procedures for children's attendance, accidents and medication records, children's assessment records and planning documentation.
- The inspector spoke to the manager, practitioners and children throughout the inspection.
- The inspector held meetings with the manager.
- The inspector took account of the view of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Sunrise Day Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned, and operates from a detached building in Sutton Coldfield, Birmingham. Playrooms are located on the ground and first floor. There is an enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The nursery employs 14 members of childcare staff, 13 of whom hold early years qualifications at level 3. The manager holds a management qualification at level 5. One practitioner has a degree and holds Early Years Professional Status. The nursery opens Monday to Friday, all year round. Children attend for a variety of sessions from 7.30am until 6pm. Currently, there are 56 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance opportunities for the older children in the baby room to develop their creative skills, for example, by making resources more readily available in order for children to develop their own ideas
- build on opportunities for parents to share information about their children's achievements at home to further involve them in their children's learning and development.

Inspection judgements

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

Children are happy and enjoy their time at this welcoming and friendly nursery. Children make good progress in their learning and development because practitioners are enthusiastic and committed to their role. They have a good understanding of how children learn through play. Practitioners strongly support children's engagement in using their imagination, and successfully introduce vocabulary to help children to talk about their play. For example, while children are playing in the sand, practitioners introduce food

names as children talk about making a cake, and in the home corner they talk about 'pretending', to develop children's understanding of language. Interaction between practitioners and children is warm and respectful. They listen with genuine interest to what children say. The nursery places a high emphasis on developing children's communication and language skills from an early age. Practitioners sing songs, and read stories where children learn to repeat and recall familiar phrases. Babies like to join in with action songs, and older children in the baby room look through books for enjoyment, and dance to their favourite songs and sing rhymes. Babies and younger children develop their creative skills through activities, such as painting, and make marks with chalks and sand. They examine a range of natural materials in their treasure baskets, and explore sounds using musical instruments and shaker bottles. There is scope to enhance opportunities for older children in the baby room to extend their play and learning by providing access to resources to encourage children's spontaneous creative play and to develop their own ideas.

Children begin to learn about technology by using interactive toys, and like to investigate these resources and find out how they work. Older children confidently demonstrate their skills while using the computer and smart board. The light box enhances the learning environment to foster children's curiosity and imagination. Children's literacy skills are developing well with the introduction of letters and sounds, and opportunities to recognise and practise writing their name. Children benefit from outings in the local area and learn about the community as they visit the garden centre and local shops. This helps promote their understanding of the world.

The quality of teaching and learning is good, and practitioners clearly demonstrate a secure understanding of how to help children achieve well. They support children as they play, and engage them in discussions, asking questions to promote their thinking and language skills. For example, they talk to children about 'connecting' the track for the train, and encourage children to persevere as they try to work out how magnets work and join the trains together. Every opportunity is used to promote children's mathematical skills. Practitioners use positional language, and encourage counting and discussions about colour, shape and size while children make models with building bricks. Children express themselves well and talk about building a 'three-storey house'. There is a strong focus on child-initiated play. Good use of the environment overall, resources and the organisation of daily routines ensures flexibility and a variety of learning opportunities.

Secure planning and monitoring across the seven areas of learning ensure all aspects are sufficiently included. Systems to assess children's starting points on entry and transitions across the nursery are secure. These are implemented in a variety of ways, including working closely with parents from the beginning to find out about children individual interests, needs, skills and abilities. Practitioners use their observations well to plan the next steps in children's learning based on their current interests. Children's progress, enjoyment and achievement are recorded in individual learning journals which give parents a clear overview of their child's progress over time. Lovely photographs depict children's enjoyment during activities. There is scope to enhance the opportunities for parents to share information about their child's achievements at home, to further involve them in their learning and development. The management team and practitioners recognise the importance of working with other providers to ensure children's continuity of

care and learning, and a smooth transition between settings. Overall, children are developing good skills to support them as they move forward in their learning.

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

This is a friendly, child-centred nursery where children are able to settle at a pace to suit them and their parents. Detailed information reflecting children's individual needs is sought during the settling-in stage. This ensures practitioners can support children and their families. Children develop genuine bonds and secure emotional attachments with practitioners and their key persons. This supports children's emotional and social needs very effectively. All practitioners recognise their role in working with parents and how exchanging information about their child's well-being helps them settle and feel comfortable. Children have comfy spaces in all rooms where they can relax. Practitioners provide children with calming experiences throughout the day, such as time for cuddles and story time. They read stories while children settle to sleep, and sit on the floor which makes it easier for younger children to seek comfort when needed. Children are supported well as they move rooms within the nursery with good support from their key person, to ensure a smooth and confident transition to their new room.

The nursery is a stimulating, well-resourced and welcoming environment where children play well together. All children move around their playrooms with confidence, with even the youngest children developing confidence to stand up, move around holding onto furniture or standing at the balance bar. Children's welfare is fostered effectively. They are motivated to be active and practitioners promote how energetic play and fresh air keeps them healthy. There is a very good focus on outdoor play, which children thoroughly enjoy and benefit from as they develop their confidence and refine their physical skills. Children love the time spent in the garden where older children use their imagination very well. They play in their den and 'make food for the fox outside', and they pretend to cook meals in the mud kitchen. Children create their own oven to cook their food, and use gloves when the food is cooked, 'because it's hot'. Children enjoy a range of healthy snacks, and well-balanced lunchtime meals. Their care routines are given good priority and they are able to relax and sleep to meet their individual needs. They learn about keeping themselves safe through their play and by practising the emergency evacuation procedures. While on outings to the local shops or garden centre they learn how to cross the road safely.

Good attention is given to inclusive practice. Every child is warmly welcomed, valued and respected. Practitioners speak with confidence about each child's specific needs and unique characteristics. Good liaison with other agencies provides practitioners with guidance and support for children with special educational needs and/or disabilities. This ensures that all children are helped to achieve well. Practitioners work closely with parents to support children who speak English as an additional language by finding out about key words and phrases in the child's own language. This supports children's well-being and sense of belonging. Children learn about different festivals and celebrations, such as Raksha Bandhan, and were involved in making bracelets as part of this special celebration. This helps support their understanding of the wider community and respecting others.

Children's behaviour is good and they show a strong sense of belonging. This is demonstrated in the warm rapport between practitioners and children. Practitioner's enthusiasm during activities engages children well, and supports their enjoyment and achievement. Practitioners are good role models. They speak to each other and the children respectfully, and manage any behaviour issues very sensitively. They show enthusiasm for their role and this engages children well, and promotes their enjoyment and achievement. Children are praised in their achievements, and this helps boost their self-esteem and confidence in all aspects of their learning. Children demonstrate good social skills, and are confident to share their thoughts with practitioners, and each other. This supports children's personal, social and emotional development effectively, and helps them confidently embrace the next phase in their learning as they move onto school.

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

Safeguarding is given good consideration. The management team and practitioners are confident and clear about the procedures regarding allegations of abuse, and reporting child protection concerns. Practitioners are vigilant and attentive; children benefit from high levels of supervision and individual attention. Risk assessments are effective; the premises are secure and monitored by CCTV. Risk assessments are regularly updated when changes take place within the nursery, for example, when the use of a playroom is changed or new equipment is introduced into the nursery. A recent incident at the nursery resulted in a breakdown in communication between practitioners and a parent, relating to an accident involving their child. Prompt action was taken by the management team as soon as they were made aware of the issue. They have fully reviewed the procedures for recording and sharing information with parents about accidents involving their child. Practitioners are clear about the revised procedures. The management team and practitioners fully recognise the importance of effective communication with parents to fully protect children's well-being and safety.

Effective recruitment and vetting procedures are in place, together with procedures for confirming practitioners' ongoing suitability for their role. The arrangements for supervision and appraisals are good, and practitioners' professional development is supported effectively. New practitioners receive effective induction training to help them understand their roles and responsibilities. The management team have a good understanding of their responsibility to make sure the learning and development requirements of the Statutory framework for the Early Years Foundation Stage are met effectively. Educational programmes, observations and assessments are monitored. This ensures all children make good progress in their learning, and that activities and experiences are shaped to meet children individual learning and development needs. Accurate identification of priorities through self-evaluation, action plans and reflective practice provide continued systematic improvement of the quality of the provision. Future plans are focused and well-targeted, and include the views of parents and children. The management team and practitioners show a strong commitment to improving outcomes for all children. Plans include extending parental involvement in their child's learning, and further developing partnerships with local schools to consolidate transition arrangements.

Partnerships with parents and external agencies, consistently contribute to meeting children's individual needs. A good range of information is shared with parents from the outset. Noticeboard displays include policy information and guidance on aspects of children's behaviour, such as, temper tantrums, sibling rivalry and planning information. This ensures that parents are kept fully informed about how the provision operates, and provides support about child development. Parents' views are valued and sought through ongoing discussions. Parents are very complimentary about the nursery and the quality of care provided. They talk about how well their children are progressing, the good consideration given to their children's individual interests, and family festivals, and activities planned by practitioners to meet their children's individual needs. The nursery supports children well who have special educational needs and/or disabilities, linking closely with other professionals to support children's specific needs. Parents talk about the support they have when addressing behaviour issues, and how happy their children are at nursery. The management team and practitioners create an environment that is welcoming, safe and stimulating. This means that children enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

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 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	EY295495
Local authority	Birmingham
Inspection number	930576
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	56
Name of provider	Sunrise Day Nursery Ltd.
Date of previous inspection	15/10/2012
Telephone number	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, 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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Piccadilly Gate
Store St
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M1 2WD

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