

Sunrise Nurseries

147-149 Alfreton Road, NOTTINGHAM, NG7 3JL

Inspection date

Previous inspection date

08/05/2013

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

- The provider does not have a sufficient understanding of the safeguarding and welfare requirements by maintaining a record of practitioners' checks, ensuring all practitioners receive training in safeguarding and food hygiene, keeping relevant records and minimising the risks to children. Therefore, children's safety is not fully supported.
- Observation and assessment of children's learning is weak. Some practitioners lack sufficient knowledge of how to assess children's learning effectively to identify and plan for individual children's needs. Observations are not frequent enough to build upon children's progress.
- Poor planning for the educational programmes and a lack of stimulating resources outdoors prevent a suitable balance of interesting activities across all seven areas of learning. This means that children are not always motivated to learn and sometimes lack enthusiasm.
- Children's behaviour is not always managed appropriately. As a result, their confidence and well-being are not consistently supported.

It has the following strengths

- The partnership with parents is effectively managed as practitioners are skilled in sharing relevant information regarding children's care, ensuring that children's needs are met.

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 the one playroom being used and the outdoor play area.
- The inspector spoke with the provider, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's development records, planning documentation and a selection of policies and children's records.

Inspector

Sue Riley

Full Report

Information about the setting

Sunrise Nursery was registered in 2012 and is run by a private provider/manager. It operates from a shared building in the Radford area of Nottingham. Children have access to three age-appropriate areas and two outdoor play areas and these are accessible to all children.

The nursery opens Monday to Friday, all year round. Closing only for bank holidays and the Christmas period. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently seven children within the early years age range on roll. The nursery supports a number of children who speak English as an additional language. There are four members of staff employed to work directly with the children. Of these, three hold early years qualifications at level 3 and one member of staff is working towards this qualification.

What the setting needs to do to improve further

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

- ensure information is available for inspection which includes staff qualifications and the identity checks and vetting processes that have been completed (including the Disclosure and Barring Service disclosure, reference number, the date a disclosure was obtained and details of who obtained it)
- ensure all practitioners have an up-to-date knowledge of safeguarding issues, by offering relevant training in the setting's policies and procedures
- ensure the safety of children whilst on outings, by assessing for any risks or hazards, which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards
- ensure children's safety by taking action to minimise the hazard posed by the sharp corner to the wall in the outside play area
- ensure all staff have the appropriate training, skills and knowledge to develop effective teaching and provide children with challenging and motivating learning experiences
- improve the delivery of the educational programme by implementing a systematic approach to observation, assessment and planning to ensure all seven areas of learning are covered in sufficient depth and breadth to meet individual learning needs
- ensure all staff involved in preparing and handling food receive training in food hygiene
- ensure that the kitchen is suitable for the hygienic preparation of food for children by the implementing the recommendations given by the Local Authority Environmental Health Officer
- ensure that a written record of any complaints and their outcome is retained.

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

- monitor staff's management of children's behaviour to ensure that this is age-appropriate and does not adversely affect a child's well-being
- increase the range of resources and enhance children's experiences outdoors by: for

example, offering children open-ended resources to enable them to further explore, build, move and role play.

Inspection judgements

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

Practitioners do not always effectively support children's learning and development and the quality of some teaching is poor. The planning also does not effectively support individual children in their learning and development. It covers some areas of learning but does not provide appropriate challenge for all children, which means that some children do not make sufficient progress towards the early learning goals. This is due to some practitioners not effectively observing and assessing children's progress. Observations of children are not routinely undertaken so practitioners do not always use observations to inform future planning and identify appropriate next steps in learning for each child. For example, some next steps in learning are not age- and stage-appropriate, the learning intentions are not clear and some children do not have any next steps planned for at all. The monitoring of the education provision is very weak and not effective. As a result, children are not making sufficient progress.

Practitioners share information about children's development with their parents, and they report to be happy with their children's progress. A system is in place to review the progress of children between two and three years old and one has been completed. However, it does not contain sufficient information to fully support the child and was not conducted to inform the 'Healthy Child Programme'. This demonstrates that practitioners do not fully understand this assessment and its value.

Children play with the practitioners and are in the early stages of playing with their peers, but this is not always managed well with the sharing of resources and taking turns. They join in the actions when practitioners sing songs to them. For example, they enthusiastically clap their hands and stamp their feet to 'If you're happy, and you know it'. Practitioners help a child to make a tower with two wooden bricks but they do not challenge them further by adding more bricks to the tower. Children listen to stories and most know how to use books, however, practitioners do not notice when children make marks in story books. This is not encouraging children to respect books. Children are beginning to learn about technology as they press buttons on interactive toys. Sometimes the resources are not sufficient in quantity for the age of the children present as they cannot share or take turns and this is not always managed effectively by practitioners. For example, in the sand tray there is insufficient sand for the children to use or to derive any learning experience from.

Children have some opportunities to draw and make marks. However, a practitioner with one child told them that they were going to 'learn their letters through drawing around the stencils'. The practitioner did the drawing for the child, they asked limited questions and did the answering for the child, so the child did not learn anything from this activity at all. This means that practitioners do not adequately support children's communication and

language skills as they do not engage effectively in conversations with them. Children do not have adequate time to respond to questions, as practitioners do not wait for responses. Therefore, children miss opportunities to express themselves, which has an impact on their self-confidence and self-esteem. Children and families who speak English as an additional language are supported by the practitioners as they provide satisfactory opportunities for children to settle well and be involved. For example, they learn key words that can help children to settle and offer reassurance. There are suitable arrangements in place to aid children's transition to the local state nursery.

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

Children's behaviour is not always managed well and in a manner appropriate to their age and stage of development and particular needs. For example, practitioners, at times, just raise their voice and say a child's name when they are doing something inappropriate. They do not explain to the child what it is they should be doing instead. So the child is not learning how to behave appropriately. Also, practitioners do not fully explain to the children about sharing and taking turns. One practitioner used the 'one, two, three' method with a child who was standing on a chair, but did not explain the dangers to the child, so the child was not learning about keeping themselves safe. Practitioners do not involve the children in helping to tidy up, so they are not learning about caring for the environment.

Not all practitioners who prepare and handle food have received training in food hygiene, which means they are not aware of current legislation and guidance. Due to the current power problems at the setting, parents are providing all meals and the practitioners are reheating and serving these. One meal was observed to be given to a child, which the child said 'to be hot', the meal had just been turned out on to a dish and the temperature had not been checked. This demonstrates that practitioners are not fully aware of appropriate practice. The kitchen is currently not suitable to provide for the hygienic preparation of food for children as the provider has not implemented the recommendations given by the Local Authority Environmental Health Officer. Children are beginning to understand simple health and hygiene practices because the practitioners implement appropriate routines. For example, hand washing before and after meals, after using the toilet and playing outside. Children are encouraged to wear bibs as needed. Practitioners provide children with healthy snacks and ensure water is available all the time so they can stay hydrated. Routines, such as nappy changing, are arranged effectively to reduce the risk of contamination. Children enjoy being out in the fresh air in the outside play area as they play with the ride on toys and the water and sand.

Risk assessments are carried out to minimise hazards, generally, but practitioners are not totally aware to look for new hazards. For example, the sharp edge to the wall where the mortar has come away and poses a hazard to children. The premises in, general, are warm and welcoming but they have had problems with the heating and power. The provider has tried to address these problems. The main care room currently being used is appropriately resourced and children have some opportunities to choose toys and activities for themselves due to careful presentation at suitable levels.

A key person system is in place to help children feel secure and develop a warm relationship with the practitioners. Children come into the nursery happy and willingly approach the practitioners for their needs. Key practitioners form close relationships with parents and get to know them well, so that they develop a knowledge of children's individual care needs. Children have some opportunities to learn about other cultures and beliefs as the provider and practitioners provide activities and experiences. For example, they do activities with the children around different festivals and celebrations and talk with the children. They have posters displayed that reflect the wider world. Practitioners are aware of how to support and prepare children in moving on to their next provision. Recently they worked with parents in preparing a child for nursery. They share information with the nursery staff in order to make a smooth transition for the child and family.

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

The provider does not meet the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage Framework. The provider could not demonstrate that all practitioners had been appropriately checked. For example, the Disclosure and Barring Service information was not available for all practitioners, which potentially places all children at risk as this issue has been raised previously. Not all practitioners have been trained recently to understand the setting's safeguarding policy and procedures in order to safeguard children. This compromises children's safety as practitioners are not fully aware of what action to take if concerned, or what signs and systems of child abuse to be aware of. Some practitioners demonstrate a suitable understanding of all safeguarding issues. The provider was also unable to produce her record of complaints and their outcome at this inspection. These issues are down to poor organisation and practice and do not ensure the safety of all the children. Detailed policies and procedures are in place and these are reviewed on a regular basis. The provider has clear induction procedures to help practitioners fulfil their roles and responsibilities and includes information about health and safety issues.

Practitioners have taken children on outings, however, they have not completed a risk assessment of any hazard that may arise for the children when on the outing. This potentially places children at risk. Inside, the one room that is currently being used, is appropriately resourced and has suitable equipment for the age and stage of the children present. This room has set areas of learning with appropriate resources readily available for the children to freely access. However, for the older children these are not always challenging and do limit their development. Also, the outdoor resources do not cover all areas of learning and inhibits children's development as they cannot explore, build, move or role play.

Although practitioners are willing to implement improvements, the provider has not identified that some of the learning and development requirements and safeguarding and welfare requirements are not fully met. She has undertaken a brief self-evaluation but this is still in the early stages of being developed. The local authority representatives, practitioners and parents are beginning to be involved in evaluating the provision and practice. The partnership with parents is a strength of the provision as the practitioners

have a good relationship with them. Satisfactory systems are in place to obtain information about children's individual needs. Practitioners maintain a secure two-way flow of information with the parents and hold regular discussions. The provider is also aware of the importance of working with any other providers or agencies who may share care of the children.

The provider does not place sufficient focus on monitoring the effectiveness of the educational programme or promoting improvement. The weak monitoring of children's progress means that some children are not achieving as well as they should, hindering the effective preparation for their future learning. The provider has started to prepare a programme for the practitioners' professional development arising from their identified needs. For example, safeguarding training and first aid training. Practitioners have started to have supervision meetings with the provider to discuss relevant issues around the provision and practice. As this is a new nursery, the provider has not yet undertaken any appraisals but is aware that these need to be conducted.

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 effective systems are in place to ensure that any person caring for, or in regular contact with children is suitable to work with them, which must include obtaining an enhanced Disclosure and Barring Service check (Compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (Compulsory part of the Childcare Register)
- ensure that a written record of a complaint is retained for a period of three years, from the date of these complaints including the outcome of the investigation and the action the provider took in response (Compulsory part of the Childcare Register)
- ensure that effective systems are in place to ensure that any person caring for, or in regular contact with children is suitable to work with them, which must include obtaining an enhanced Disclosure and Barring Service check Voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (Voluntary part of the Childcare Register)
- ensure that a written record of a complaint is retained for a period of three years, from the date of these complaints including the outcome of the investigation and

the action the provider took in response (Voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	807884
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	7
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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