

Sunrise at Wharton

Bradbury Road, WINSFORD, Cheshire, CW7 3HN

Inspection date

08/04/2014

Previous inspection date

13/03/2012

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The nursery provides a vibrant, exciting and motivating environment. High quality teaching and stimulating activities constantly challenge children. As a result, children are significantly engaged and make excellent progress in all areas of learning and development from their starting points.
- The nursery places an extremely high emphasis on the development of communication and language skills. Children make rapid progress because staff seize every opportunity to develop their speech through conversation, skilful questioning and effective modelling of language.
- The highly committed, enthusiastic and dedicated staff team provide exceptional care and support for children. This is underpinned by a strong recognition and understanding of the unique abilities and characteristics of each child within the nursery.
- Children's safety and well-being are extremely well promoted in the nursery and highly effective. Safeguarding procedures are fully understood by all staff. Children flourish in this safe and secure environment and are exceptionally well prepared emotionally for the next stage in their learning.
- Partnerships with parents and other professionals are exemplary. There are frequent opportunities for parents to be involved in their child's learning and development. In addition, close liaison with professionals ensures that children's needs are consistently and exceptionally well 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 two rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sharon Hennam-Dale

Full report

Information about the setting

Sunrise at Wharton was registered in 2007 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries within children's centres that are owned by Over Hall Community Enterprises Ltd, which is a registered charity. It operates from two large rooms within the purpose-built Wharton Children's Centre in the Wharton area of Winsford, Cheshire. The nursery serves the immediate locality and also the surrounding areas. Children have access to a secure outside play area.

The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are currently 114 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are currently 20 staff working directly with the children, all of whom hold early years qualifications at level 3 and above. This includes one member of staff with Early Years Professional Status. 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:

- continue to enhance the excellent environment by adding further labels and signage in other languages.

Inspection judgements

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

Children thrive in this exciting, caring and vibrant nursery. Children enter the nursery with great enthusiasm and quickly engage with the stimulating range of activities provided. The extremely well-organised and well-resourced indoor and outdoor environments provide children with attractive and inviting spaces. This inspires children's learning and develops their curiosity. Staff are exceptionally skilled and effective teachers. Their enthusiasm for learning is infectious. As a result, children thoroughly enjoy their time at the nursery as they are excited, motivated and fully absorbed in their learning. Staff have an excellent understanding of how to implement the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and ensure that this is promoted through high quality play experiences. Teaching is consistently of a high quality and staff use an effective range of strategies to engage and support all children in their learning. There are a wealth of rich and varied experiences that constantly challenge the children. For example, staff discuss with the children what might happen when they add cornflour to water. The children listen intently and observe carefully, demonstrating

fascination as the changes occur. Staff then extend children's thinking further by asking 'What will happen if I put some paint in?' They develop children's vocabulary as they ask children to describe the new material, and children respond enthusiastically with words, such as 'sticky', 'slimy' and 'squelchy'. Staff demonstrate sensitivity and skill as they guide children's learning, knowing when to challenge further and when to provide support.

There are an excellent range of resources to promote young children's sensory development. Babies smile with delight as they explore dinosaurs in glitter and shaving foam. Planning is based upon the individual development needs of each child, and activities are differentiated to enable all children to make progress. This is supported extremely well by key persons, who have an excellent understanding of children's individual interests and abilities. An effective balance of adult-led and child-initiated experiences is provided. Staff encourage children to make active choices in their learning and they are continually asked to share their ideas. Children know their contributions are valued and older children particularly enjoy the opportunity provided to share any news or exciting things they have been doing with a larger group. They demonstrate self-assurance and confidence as they speak and other children in the group concentrate exceptionally well as they listen carefully. Staff are highly skilled in recognising the uniqueness of each child and this is underpinned by a strong knowledge of their learning achievements and next steps needed. As a result, children make significant progress in all areas of their learning and development.

Assessment arrangements are rigorous and monitor children's progress from their starting points exceptionally well. Children are carefully assessed when entering the nursery using information gathered from parents. The exemplary learning journeys are of a consistently high standard across the nursery. These clearly and precisely evidence each individual child's progress and achievements. The highly effective key person system facilitates excellent relationships with parents and provides them with daily feedback about their child's development and well-being. Parents have continuous access to their child's learning journey, which they are invited to contribute to at any time. Furthermore, opportunities to discuss their child's learning are provided at regular parents' evenings. The nursery supports learning at home through a variety of ideas. Resources are readily available to take home to share with children. For instance, there are activity sheets for babies on 'How to make a treasure basket' and activities for different ages are available throughout the nursery.

Parents comment that they feel well informed and value the suggestions on how they can help their children progress. This effective partnership actively contributes to children's learning and development. There are efficient arrangements in place to assess children's progress at age two, and the nursery places an extremely high priority on the provision of challenge for more able children and early intervention support. As a result, any additional needs are quickly identified and a targeted plan put into place involving parents and other professionals. This plan identifies clear targets and success criteria, and consequently ensures that children's needs are exceptionally well met. There is a wide range of resources to support children with special educational needs and/or disabilities and who speak English as an additional language. There is further scope to enhance the excellent environment by increasing the labelling and signage in the nursery in other languages.

There is an extremely sharp focus in the nursery on helping children to develop communication and language skills and their physical, personal, social and emotional development. This ensures children have the skills needed for their next steps in learning. For example, children work exceptionally well together when building with blocks to make a car ramp. The nursery has participated in the 'Every Child a Talker' programme, and staff seize every opportunity to develop children's communication and language skills. They provide challenge through skilful and open-ended questioning. For example, when a toy is 'stuck' up high during a child's imaginary adventure, staff ask 'How did he get there?' and 'Why does he need help?' Children are given time to respond to questioning and display confidence in communicating with staff and their peers. Staff regularly model language for babies and young toddlers and encourage them to repeat familiar words. For instance, they say 'Splish-splash' as they play in the water. When building with blocks, staff say 'push' to encourage babies to associate the word with the action of linking the blocks together. Babies begin to point and gesture and use single words to communicate, often repeating what the staff have said.

Parents of pre-school children and toddlers are actively involved in the development of their children's communication and language skills, as they are encouraged to take 'Travelling Ted' home and keep a diary and photographs of his adventures. Upon his return to nursery, children proudly share his time with them with the rest of the group. Parents comment on the rapid progress their children make, particularly in their early literacy skills. Children learn to recognise and form letters and develop counting and other mathematical skills through everyday experiences. When pre-school children ask 'How many children are sat around the table?' at lunchtime, staff say 'I don't know, how could we find out?' Children then count together to find the answer. They participate enthusiastically in a game, rolling the die and counting the number of spots, which then tells them the number of strawberries they can have. They also enjoy finding and naming different coloured shapes as they build towers. Children demonstrate that they feel extremely safe and secure in the nursery and are able to take risks in their learning to find out new things. With gentle encouragement, babies try touching different textures, such as damp sand. Staff say 'Pat, push' as they move it through their fingers. Children consistently demonstrate the characteristics of effective learning, and as a result, are extremely well prepared for their future learning and readiness for school.

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

Staff care deeply for the children and are highly attentive to their needs. This is demonstrated through the extremely positive and trusting relationships staff have with the children and the warm and frequent interactions that occur. Babies show strong emotional attachments as they cuddle up with staff when they are sleepy or to share a story or game. Children enter the nursery with great enthusiasm and confidently select activities independently from the wealth of easily accessible, clearly labelled resources. There is frequent laughter throughout the day as staff inject fun into everything the children do. For example, when a group of children play with foam they laugh loudly with staff as they place some of it on their noses. Children demonstrate that they are extremely happy, secure and confident in the environment and form strong, secure emotional attachments. This provides an excellent foundation to develop their personal, social and emotional skills.

Children's well-being is supported extremely effectively through the key person system. Staff ensure that they have an in-depth knowledge and understanding of each child in their care. Parents speak highly of the relationships between them and their child's key person and value the support and advice they offer. As a result, there is frequent opportunities for staff and parents to work together to provide the best possible outcomes for the children. Staff are highly effective in supporting consistency in children's care. For example, individual education plans and personal education plans are developed in partnership with parents and other professionals.

High quality displays, posters and photographs of the children are displayed throughout the nursery, alongside key vocabulary and resources to support number recognition. This is further enhanced with examples of the children's work across all areas of learning. For instance, the 'story stones' display imaginatively shares children's early writing and mark making. These displays celebrate the children's successes and values their work. As a result, children's self-esteem and confidence are continually promoted in the nursery. Staff are exemplary role models for the children, and as a result, behaviour in the nursery is excellent. Children demonstrate that they are secure and comfortable with routines and listen carefully when instructions are given. For example, children skilfully make paper flowers after these are modelled by staff and demonstrate pride in their accomplishments. Staff provide sensitive support if needed; often just a gentle presence at a child's side is all that is needed to encourage children to quickly adapt their behaviour. Children show a strong sense of belonging and treat each other with respect. For instance, when playing in the water they readily share their toys and engage in each other's games. All children take part in tidy-up time and put toys away with little prompting. Children receive regular encouragement and praise from staff throughout the day and acts of kindness to each other are particularly noted. Positive images of disabilities, race, culture and gender are displayed throughout the nursery. These are supported further with quality resources, such as story books and opportunities to explore festivals, such as Diwali. As a result, children's understanding of different cultures is promoted exceptionally well.

Children are very confident and self-assured and demonstrate a high level of self-care skills for their age. Their independence is fully encouraged and exceptionally promoted through effective guidance by staff. For example, when going outside, staff model language and dressing routines for babies as they say 'One hand, one sock, one shoe'. Babies repeat the word back, saying 'shoe' to much praise from the staff. During snack times, toddler and pre-school children choose when to have their snack and collect their cup and plate when they are ready. Children's independence is promoted extremely effectively as they butter their own crumpets, peel and cut their fruit using safety knives and pour their own drinks. At mealtimes children help to serve their own meals and use appropriate cutlery. They enjoy a wide range of healthy and nutritious snacks and meals and there is a separate menu provided for babies under one. Staff enhance this understanding further by providing children with an allotment so they can grow their own fruit and vegetables. Staff are vigilant to ensure that any particular dietary needs are clearly noted and considered so children only receive food that is suitable for them.

Children know how to be healthy and demonstrate an excellent understanding of hygiene as they wash their hands before snack and lunch, with only a few children needing to be reminded. Staff regularly encourage children to wipe their noses, and hand sanitisers are

available for all adults entering and leaving the nursery. Children enjoy having responsibilities, such as washing up the toy insects which have been in the messy play. Safety is given a high priority in the nursery. All exterior doors are kept secure and a keypad system is in place to ensure that only authorised individuals have access. Extensive risk assessments are in place for all areas of indoor and outdoor provision and any visits that the children undertake. Staff are constantly vigilant to ensure that any hazards are identified and quickly minimised. Children become aware of their own safety as they regularly participate in fire drills. They demonstrate they know how to keep themselves and others safe as they regularly tidy toys off the floor without being asked and wait patiently to take their turn when playing games. They learn about how to take safe risks and responsibility for their actions as they are challenged to move over wooden beams and milk crates. Children show understanding that they might need someone to help them and that it is important to have space between them as they travel.

The nursery environment provides superb opportunities for exploration and play. Activities, both indoors and out, are carefully thought out to ensure that all areas of learning and development are promoted. Children enjoy fresh air and physical activity as they move freely between the indoor and outdoor environment. Babies and young toddlers engage in varied physical experiences as they roll balls and learn to use the small slide independently. Staff support and encourage them to stand and develop their early walking skills. Older children ride tricycles skilfully and negotiate obstacles with confidence and balance. They use chalks to make marks and draw pictures on the ground. Children also gain an understanding of their wider community as they visit the park and library and sing at the local sheltered housing accommodation. Additional visitors provided by the nursery enhance the quality of experiences further for the children, with physical exercise sessions for older children which help support their preparation for school.

Babies' and toddlers' imaginations are developed creatively through puppet, drama, music and storytelling experiences. The staff team work exceptionally hard to ensure that children settle well. Excellent flexible transition arrangements are in place, which are adapted as needed and carefully managed for each child as they move from one room to another. To help prepare children getting ready for school, staff work closely with other providers to develop effective transition strategies and a series of visits. Parents' views on the transition process are regularly sought. Staff work in close partnership with other professionals and parents to ensure that there is consistency in care and support. For instance, where additional needs are identified, staff carefully follow the advice and strategies suggested. They use these in the nursery to help children make progress in areas of concern. As a result of the excellent provision for their well-being and safety, children are emotionally extremely well prepared for their next stage in learning.

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

Comprehensive safeguarding procedures in the nursery ensure that children's safety is paramount and these support children's well-being and development exceptionally well. All staff have an excellent understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage and how to promote children's safety

and welfare. Safeguarding arrangements are robust and clearly embedded in practice and are visible for staff and parents throughout the nursery. Staff demonstrate confidence and competence in their awareness of the procedures to follow in the event they have any concerns about children or adults within the nursery. An extensive range of policies and procedures successfully underpin daily safeguarding practice. For example, policies for mobile phones, health and safety and whistleblowing are in place. The manager ensures that all staff have ongoing suitability checks and regularly ensures that there have been no changes to staff circumstances which might affect their ability to work with children. Recruitment and vetting procedures are rigorous and extremely well documented. This is combined with a robust induction and supervision process which ensures staff have the skills they need to make a positive impact on children's development and well-being. Every member of staff is trained in paediatric first aid, which ensures that injuries can be dealt with promptly and effectively. Risk assessments are continually reviewed by the manager and the nursery's health and safety coordinator, and regular feedback is provided to all staff. Any accidents are documented carefully and parents are promptly informed. The nursery undertakes accident analysis to identify if there are any areas of the nursery where frequent accidents may occur and further risk management is needed.

All staff work exceptionally well together as a team to ensure the nursery provides the best quality care and education it can for the children in its care. Effective training has contributed towards the achievements of all children. There are regular observations undertaken by both leaders and staff peers. These are sharply focused and provide developmental feedback to staff on the impact of their practice. Annual appraisals provide effective support, identify future training needs and harness the strong motivation of staff to continually enhance their practice. Staff are well qualified and there are regular professional development opportunities for them to build upon their existing skills. For instance, their recent training in the use of Makaton ensures that every member of staff is able to use sign language to involve each child as fully as possible in their learning. All training is reviewed carefully to measure its value in the positive impact it has on the children's progress. Staff are deployed extremely effectively and each member of staff has their own area of responsibility. They are extremely well supported in the acquisition of any new skills they may need to manage their roles with confidence and competency. Staff understand and have an excellent ability to implement the Early Years Foundation Stage learning and development requirements. This is further supported by close liaison and working partnerships with a wide range of professionals. Planning and assessment are regularly and effectively monitored by the manager and Early Years Professional. This ensures that staff are accurately assessing each child and planning appropriate activities to enable children to make the best possible progress. Careful tracking also enables the nursery to quickly address and close any gaps identified in children's learning. Excellent use is made of local authority early years support, which supports the manager in moderating their observations and assessment. As a result, planning and assessment are robust, precise and cover all areas of learning.

The manager is a highly effective leader, and she and the provider have a strong vision for continuous improvement, which ensures that the nursery is continually evolving. She works closely with other leaders and staff, who are all extremely committed to developing the best possible provision for the children. Self-evaluation is a continuous part of practice and is well documented. Strengths and weaknesses are clearly identified and focused

action plans are in place to secure improvement, measured by their successful impact on the experiences and achievements of the children. Self-evaluation processes incorporate the views of staff, children and parents. For example, children's views were actively sought and used in the redesign of the outdoor environment. Evaluations of the indoor environment have led to the addition of child-friendly spaces to encourage children to develop and promote their communication, language and reading skills. Children can access the 'cosy corners' independently or with a friend.

There is excellent partnership working with other professionals. These partnerships are firmly embedded in practice due to the excellent links with the school and children's centre. Professionals contribute well to individual plans when needed. As a result, there is consistent and effective support for children with special educational needs and/or disabilities. Therefore, all children's needs are exceptionally well met. The nursery seeks feedback from the school on a regular basis to help identify targets for development to ensure there is further support for children in preparing them for transition to the classroom when the time comes. As a result of this, staff are now teaching children letter formation in a similar style to that used by the school. All staff have excellent relationships with parents and the nursery works hard to keep them well informed. Parent information boards around the nursery provide parents with an excellent, accessible range of information. The 'what parents say' board celebrates positive parent comments about nursery provision, but also details how to make a complaint if they need to. Photographs displayed illustrate the breadth of activities that children are actively involved in during their time at the nursery. There is signposting to information about childcare and further support for children through services, such as speech and language. Key policies and procedures are regularly shared with parents, for example, the innovative idea of 'policy of the month' on each newsletter ensures parents are kept fully aware and up to date with the nursery's procedures. Parents' comments show that they are very happy with the care provided. They speak highly of all the staff in the nursery and particularly value the key person system. As one parent stated 'the nursery is run professionally and the staff treat the children as their own'. Parents rate the nursery as a very happy place to be. Several parents spoken to during the inspection stated how much their children enjoy coming in to nursery so much that they ask if they can go to the nursery during weekends.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY362409
Local authority	Cheshire West and Chester
Inspection number	873620
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	76
Number of children on roll	114
Name of provider	Over Hall Community Enterprises Ltd
Date of previous inspection	13/03/2012
Telephone number	01606 869111

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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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