

Sunrise@Greenfields

Greenfields Childrens Centre, Whitbys Lane, WINSFORD, Cheshire, CW7 2LZ

Inspection date

Previous inspection date

19/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is good and children are progressing well because they are provided with exciting and challenging activities, which cover all areas of learning.
- Children have good opportunities to make safe and independent choices in their play. Therefore, they are happy, enthusiastic and motivated learners.
- Effective management procedures, such as regular supervision and monitoring, enhance staff performance. Safeguarding children is a priority within the setting. The self-evaluation process is effective in bringing about changes that benefit the children.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.

It is not yet outstanding because

- The outside area is not always used to its full potential to provide children with choices about when they play outdoors.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked to children and practitioners and held discussions with the manager during the inspection.
- The inspector undertook a joint observation with the manager of the setting.
- The inspector looked at children's assessment records and at their learning journals.
- The inspector reviewed the planning documentation, evidence of practitioners' suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Full report

Information about the setting

Sunrise@Greenfields was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. The setting is situated within Greenfields Children's Centre, which is on the Greenfields Primary School site, in Winsford, Cheshire. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs four members of childcare staff. Of these, one holds Early Years Professional status and one holds Qualified Teacher Status. The setting opens Monday, Thursday and Friday 48 weeks a year. Sessions are from 1pm until 5pm. Children attend for three sessions each week. There are currently 12 children on roll, who are within the early years age range. The setting provides funded early education for two and three year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- make the most of opportunities for children to learn outdoors by enabling them to move more freely between indoors and outdoors.

Inspection judgements

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

Teaching is good and children are progressing well. Staff are experienced and have a good understanding of how children learn and develop. Children are well supported to ensure they make good progress; staff take into account their starting points, how often they attend and the length of time they have been at the setting. Staff plan activities and play around the children's interests. These are varied and cover all areas of learning and include a good balance of child-initiated and adult-directed play.

Staff regularly observe children to assess their learning in order to identify the next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. Each child has a learning journal, which contains staff observations along with photographs of the children enjoying a wide variety of learning activities. In addition, staff add pieces of the children's work, such as mark making, this shows both parent and child how they are progressing. Parents are encouraged to continue their child's learning at home because staff write daily diaries and give parents regular verbal feedback on what children have done on that day. Consequently, parents can continue learning at home and children's progress can be further enhanced. Staff understand the requirement for the completion of the required progress check at age two, as it is a natural extension of the information they already keep. For example, staff write summaries, which identify strengths and any

areas where progress is less than expected. Targeted strategies for early intervention involving other professionals are in place to ensure children's development is maximised.

Children are happy and thoroughly enjoy the time they spend in the setting, quickly becoming involved in the activities available to them. Children are encouraged to freely explore their environment and initiate their own play. When they come to the setting at the start of the day, there are many opportunities to play in different ways. For example, they build with blocks or independently select books. Children use their imagination as they use a telephone to pretend to speak to people they know. They carefully place babies in a pram or create art work by painting freely on an easel, using large brush strokes. A wide range of different resources and games encourage children to recognise differences in numbers and shapes. For example, children show high levels of concentration as they build towers, or sort items into separate boxes. Staff support children well by suggesting ideas which extend their play. Children display high levels of personal, social and emotional development as they confidently talk to staff, asking for help if they need it. Children's communication and language is well promoted because staff talk to them throughout the session. Staff stimulate meaningful conversation in focussed adult-led activity by asking questions, such as 'who can tell me about?' This promotes the confidence and self-esteem of children. They are developing skills which help to prepare them to be ready for school. All children are welcomed and valued. Children with special educational needs and or/disabilities are fully included. Staff are skilful in recognising children's individual learning needs and supporting them to join in at their own pace. In addition, staff have very good partnerships with professionals who offer guidance to ensure all children are fully supported. Children's physical development is well promoted. They have access to an interesting and stimulating outdoor area, which contains a selection of resources. As a result, children are developing a good range of physical skills. However, there is scope to enhance the opportunities children have to move freely between the indoor and outdoor environment, to build on the interests of those children who especially enjoy being outdoors.

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

The key-person system is effective and sensitive to the needs of all children and as a result, secure attachments are formed, which promote a good level of well-being. Children demonstrate high levels of confidence and self-esteem; they move freely around the nursery, cooperate with peers and are keen to share their activities with staff. They enthusiastically help to tidy away, which shows they are displaying a good awareness of responsibility within the nursery.

Children's behaviour is very good and their sense of belonging is demonstrated by their familiarity with routines. The strong partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Parents particularly like the support given to children who have additional learning needs. As a result of positive partnerships, children develop secure attachments with practitioners. Staff encourage children to explore their environment individually, under close supervision. In this way their early investigative skills and curiosity are promoted. For example, children grow and water plants as they begin to explore and understand the world around

them.

Children begin to develop good self-help skills, such as washing their hands at snack and mealtimes. They have healthy choices at mealtimes as they enjoy fresh fruit and breadsticks with milk or water. They energetically join in with physical exercise such as, when playing outside. This provides children with firm foundations for developing a healthy lifestyle. The well-resourced environment and knowledgeable staff supports children's development well and promotes their growing independence skills. This is especially important as children become older and prepare to move into school. The setting is supporting children's progression well because they provide a stimulating learning environment to cater for their all-round development and emotional well-being.

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

The setting has effective policies and systems in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report any concerns appropriately. Robust recruitment procedures ensure all staff are suitable to work with children. Risk assessments are completed for the premises and for any outings, to help monitor and ensure children's safety.

The setting has a good understanding of the learning and development requirements of the early year framework. This is effectively monitored to ensure that children have opportunities to progress towards the early learning goals. Effective observation and assessment ensures that the need for any extra support is identified quickly. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children. All children's individual needs are valued and their positive development is fostered well during their time at the setting. Children are well-prepared for continuing in their learning and development as the setting supports them in making the move to the next stage in their learning. Children are beginning to develop confidence in their interactions with other children and adults in the setting, which prepares them for moving on. Staff fully recognises the need to share information with other providers on a regular basis. This enables all people involved with the child to note their interests, needs and development and effectively promotes continuity of care and learning.

Managers have identified a number of priorities for the setting through a reflective approach to self-evaluation. This helps to identify strengths and areas for improvement. For example, they have recognised that they can enhance professional development arrangements through the observation of practice and discussion by peer assessment. Staff performance is monitored formally through supervision and appraisals. Training needs are discussed at supervision meetings and arranged to positively impact on staff performance. As a result, staff feel supported and their professional development is considered. This clearly impacts positively on the care, learning and support for children.

The Childcare Register

The requirements for the compulsory 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	EY472889
Local authority	Cheshire West and Chester
Inspection number	944313
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	12
Name of provider	Over Hall Community Enterprises Ltd
Date of previous inspection	not applicable
Telephone number	01606869888

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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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