

# Sunrise Nursery

Abingdon Road, Kingston Bagpuize, Abingdon, Oxfordshire, OX13 5AR

<b>Inspection date</b>	29/04/2014
Previous inspection date	16/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 make good progress during their time in the nursery, particularly in their levels of confidence, self-esteem and approach to learning.
- Staff are confident in their use of the new observation and assessment system so that they are able to plan a broad range of activities to meet children's needs.
- The staff team works well together to support individual children. Parents comment that all staff working in their children's rooms know individual children well.
- Children learning English as an additional language make good progress in their communication and language skills.

### It is not yet outstanding because

- The nursery has good partnerships in place with parents but is not fully successful in providing effective guidance to promote learning at home.
- Partnerships with other early years settings that children attend are not fully effective in promoting continuity in children's care and 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 age groups, including the after-school club.
- The inspector completed a joint observation with the provider in the toddler age group.
- The inspector held meetings with the provider and nursery manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and checked children's assessment records.
- The inspector talked to staff, parents and children throughout the inspection as appropriate.

## Inspector

Gill Little

## Full report

### Information about the setting

Sunrise Nursery registered in 2000. It is privately owned and operates from a converted house on the edge of the village of Kingston Bagpuize, near Abingdon in Oxfordshire. There are four main base rooms for different ages, all on the ground floor. An additional room is available on the first floor for pre-school children for additional activities. Each age group has its own area of garden. The nursery is registered on the Early Years Register and is caring for 84 children in the early years age range. It is registered on both the compulsory and voluntary parts of the Childcare Register and is caring for 16 older children in the after school club. Numbers of children attending the holiday play schemes vary. The nursery cares for children with special educational needs and/or disabilities and children learning English as an additional language. It is open on weekdays from 8am to 6pm all year, including an after school club and holiday play schemes for children age up to 10 years. The nursery is in receipt of funding for the provision of free early education for children ages three and four years. It employs 28 staff, of whom 19 hold relevant qualifications, the majority at level 3.

### What the setting needs to do to improve further

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

- extend guidance to parents to further support and encourage learning at home
- extend partnerships with other early years settings that children attend in order to further promote continuity in care and learning.

### Inspection judgements

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

Children in the baby room benefit from a welcoming and calm environment where they can access a range of resources easily. A recent move from a first floor location to the ground floor enables staff to provide outdoor play for babies on a more regular basis. Babies now enjoy playing outdoors on a twice-daily basis, which gives them additional space to practise their physical skills. Indoors, an appropriate climbing/sliding structure is now in place in response to staff observations of babies' interests and capabilities. Babies thoroughly enjoy climbing up and sliding down the wooden structure. They show confidence in their movements and reassurance from the close support they receive from staff. Ongoing, friendly discussions encourage babies to express their needs through pointing or by attempting simple words.

Children in the baby-toddler group benefit from a brand-new, spacious building with an

adjacent outdoor play area. They become engrossed exploring a variety of seashells as staff encourage them to listen to the 'sea' and to explore the different textures. Children show a strong exploratory impulse as they shake the shells, fill large shells with smaller ones or pretend that shells can be hats. They show familiarity with songs, joining in with the actions and some of the words, which promotes their communication and language skills well. They show a keen interest in exploring sand as staff show them how dry sand pours through a sieve and how it can tickle their skin.

Children in the toddler room explore their garden area with curiosity. They enjoy digging in the soil to find mini beasts and staff encourage them to talk about what they find. Children show fascination when they discover a caterpillar, crowding round to get a closer look. This activity provides a good stimulus for children's communication and language skills, as they are keen to answer questions and suggest ideas. Staff encourage children to think about how the caterpillar moves and where to put it to keep it safe, thereby encouraging an interest in and respect for living creatures. Other children help staff at the picnic table to make sandwiches for snack time. This activity provides another good stimulus for discussion, encouraging children's responses and extending their vocabulary.

Children in the pre-school engage well in a whole group singing and games session. They join in enthusiastically with songs and most children know all the words, showing good progress in their language skills. They develop mathematical skills as they engage in number songs, which promote an early awareness of subtraction. They respectfully take turns in a role-play game and a guessing game, showing positive social skills. They learn about initial sounds as staff encourage them to think about children's names beginning with a specific letter. Staff manage the session well, engaging children's interest successfully, generating enthusiasm for learning while keeping children calm.

Outdoors, pre-school children thoroughly enjoy playing in the spacious garden, which has hills and bushes to explore. They engage with great enthusiasm in imaginative games with their friends, showing good cooperation and creative skills. Staff engage well in children's play, following their interests while promoting a variety of skills. This approach ensures that children have fun while learning essential skills in preparation for their next steps and for school.

Staff show confidence in using the new observation and assessment system, which the nursery has introduced since the last inspection. This ensures a consistent approach for all age groups and clearly identifies children's capabilities and next steps. Staff plan activities on a weekly basis, using their observations of individual children to provide learning experiences that match their needs. The nursery successfully supports children with special educational needs and/or disabilities by working in close partnership with outside agencies. Children learning English as an additional language make some very good progress in their acquisition of English, being fluent by the time they are in pre-school. Progress checks are in place for children at the age of two years and the nursery is considering how to further improve this process, such as by using a new document format. The impact of funding for free early education is good.

The nursery staff have good partnerships in place with parents. Staff are readily on hand to talk to parents on a daily basis and parents know that they can view their children's

development records at any time. Parents comment that their children make significant progress in their levels of confidence as they progress through the nursery. The nursery staff provides parents with a range of information, such as newsletters and information on the website. It takes some steps to promote learning at home but is not fully successful in providing useful guidance to parents in this area.

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

The key person system predominantly focuses on observing and assessing children's progress. Staff within each room share responsibilities for changing nappies, settling children to sleep and supporting meal times. The nursery finds that this approach works well as the staff team within each room is small and consistent. Parents comment that any member of staff working within their children's rooms knows their individual children well, demonstrating that the system is effective. Children show that they are happy and enjoy their time in the nursery as they make secure attachments with both their key person and other staff within the room.

Children enjoy healthy meals and snacks throughout the day. There is a strong focus on engaging children in the preparation of food, such as helping to make sandwiches or preparing roasted vegetables. This approach encourages a positive attitude to a healthy diet and provides good opportunities to develop skills for independence. Staff sit with children at meal and snack times and encourage discussion, such as talking about their home lives or the different colours of the food they are eating. All children in the nursery have either regular or free access to outdoor space. This approach provides good opportunities to engage in physical activity and to enjoy the fresh air.

Children demonstrate positive behaviour throughout the nursery, including the after-school club. Staff address any issues calmly and sensitively so that children develop a good understanding of behavioural expectations. Parents comment that staff work in partnership with them regarding any behavioural issues, which promotes consistency between the home and the nursery. Children develop good friendships and play respectfully with each other. They learn to play safely as staff remind them of potential risks, such as why it is important to walk on the patio rather than run. Staff support children to prepare for their transfer to school through discussion, sharing books and supporting visits to their new schools so that children feel reassured and ready for this next stage.

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

The provider demonstrates a clear understanding of her responsibilities to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. Recruitment procedures are robust to assess the suitability of new staff and induction procedures ensure that staff are familiar with their roles and responsibilities. Staff are familiar with safeguarding children procedures, such as possible symptoms of children at

risk and how to report concerns. The provider ensures that staff are familiar with the nursery's safeguarding policy, such as discussing aspects of this during staff meetings. She encourages a culture of openness so that staff feel comfortable about discussing any issues. Staff are mindful of risks to children and are aware of potential dangers, such as the hard surface in the baby outdoor play area. They provide good levels of supervision to help prevent accidents and to promote safety when visitors are present.

The provider monitors practice in the nursery on an informal ongoing basis as she routinely works within the rooms. She supports staff to develop the quality of the provision, such as encouraging them to sit with children at meal times and to engage in discussion with them. She provides annual appraisals to identify training needs and reflect on strengths and weaknesses. Room supervisors are responsible for covering all areas of learning for their age group and the provider encourages them to take ideas from relevant documents to enhance learning experiences. Both the provider and room supervisors monitor the quality of assessments of children to help ensure that these are consistent and accurate. Where staff identify gaps in children's learning or concerns about their progress, they plan appropriate activities to help children catch up. There are good levels of early years qualifications within the nursery and this is evident in the quality of care and learning.

The nursery has made many improvements to the quality of the learning environment since the last inspection, including a new building for the baby-toddler group and new resources in different areas of the nursery. The provider has successfully met all recommendations set at the last inspection, showing a positive approach to continuous improvement. The nursery encourages feedback from parents through ongoing discussion and through reminders in newsletters. Plans for further improvement include redecoration and some maintenance work in the gardens.

The nursery generally works well in partnership with others, including outside agencies and local schools. Staff support children to prepare for their transfer to school, such as providing focused, small group activities for pre-school children, particularly around literacy and maths. The nursery provides progress reports and assessments to share with children's schools so that teachers have good information about children's capabilities. The nursery has taken some steps to develop partnerships with other early years settings that children attend but these are not fully effective at present. The provider is aware of this weakness and is considering how to improve communication to enhance consistency in children's learning and development.

### **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

<b>Unique reference number</b>	134848
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	966574
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	91
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Fran Marriott
<b>Date of previous inspection</b>	16/08/2011
<b>Telephone number</b>	01865 821892

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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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