

# Sun Rise Nursery

Ludlow Close, Winsford, Cheshire, CW7 1LX

<b>Inspection date</b>	22/07/2014
Previous inspection date	05/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are safe and secure because the staff have a sufficient understanding of how to safeguard children and keep them safe, by effectively minimising risks.
- Children with special educational needs and/or disabilities and children, who speak English as an additional language, receive good care. Consequently, their parents are confident that their needs will be met and their learning will be effectively supported.
- Children settle well and they are given effective support as they move onto the next stage in their learning, including school. This is because staff form positive, caring relationships with children in their care.

### It is not yet good because

- Monitoring and performance management are not sharply focused on improving the quality of teaching. Consequently, this is variable across the nursery and as a result, children's progress is not fully maximised.
- The outdoor area does not contain larger play equipment to provide stimulating and challenging physical experiences for the more able children.
- Staff do not consistently exploit the good partnerships developed with parents to provide further opportunities for them to promote their children's learning at home.

## 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 checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form, improvement plan and action plan.
- The inspector observed play and learning activities in three rooms and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with management of the nursery and conducted a discussion regarding policies and procedures.
- The inspector conducted joint observations with the manager.

## Inspector

Janet Weston

## Full report

### Information about the setting

Sun Rise Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is run by Over Hall Community Enterprises Limited. It operates from the grounds of Over Hall Community School, Winsford. The nursery opens five days a week from 8am until 6pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across three rooms and have access to enclosed outdoor play areas. There are currently 118 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children, who speak English as an additional language. There are currently 17 staff working directly with the children, all of whom have an appropriate early years qualification. Two of the staff are qualified to level 6, one at level 5, two at level four, 11 at level 3 and one at level 2. The nursery receives support from the local authority.

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

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

- improve arrangements for performance management and monitoring of practice to ensure these focus on improving the overall quality of teaching, so that children are consistently challenged to learn more and are supported in making the best possible progress.

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

- review and assess the outdoor area and range of equipment to further promote opportunities to provide a challenging learning environment for children to gain new physical skills and extend their learning
- provide more opportunities for parents to contribute to their child's ongoing learning in the nursery and to share their child's learning at home.

## Inspection judgements

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

Staff have a generally good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Children are observed during their play by staff to assess individual children's learning and to identify next steps.

This information is used to inform their planning, which includes opportunities to support all areas of learning. However, teaching is varied among the staff in the nursery. There are occasions where opportunities to promote children's learning and development are not exploited. For example, while children are engaged in water play outside, some teaching is mundane and staff are more involved in supervising children's play than extending their interest in numbers and insects. As a result, children's learning and progress are not fully maximised. Nevertheless, some of the adult-led activities are fun and exciting, presenting children with a good level of challenge to enhance their development, for example, in the pre-school room. By way of illustration, during an activity in the school hall when staff organise a parachute game with older children. This initially involves moving the parachute to reposition a ball. Staff encourage children to identify colours, height and speed. The teaching is of good quality and effective. Staff praise children's efforts as well as their achievements, which helps to raise their self-esteem. As a result, children are motivated to 'have a go'. Children's creativity is promoted appropriately as they choose to play with a variety of art and craft, small world, construction and role-play resources. For instance, children draw pictures of their parents carefully adding shoes to stick legs. Older children are familiar with the routines of the nursery and readily take part in singing, counting and listening to stories, which promote their readiness for school. Children are asked to recall events they have experienced in the nursery and at home. This helps them to develop their thinking skills, alongside their confidence in communication. Staff promote communication and language development with the younger children by talking to them about what they are doing and using appropriate facial gestures. For example, while children enjoy musical play in the baby room, staff add action words, such as 'tap' and 'shake', for children to link their movements to words. Children develop fine handling skills appropriately, as they handle tools to expand their learning. Chalk, paint brushes and coloured pencils help younger children to learn how to hold and use tools appropriately. Children form positive relationships with their peers, such as when playing at the outdoor chalk board and helping each other to fill buckets with water or jump in the puddles together. Children display great excitement when a frog unexpectedly leaps out of the potato bed, they hop like frogs and run to fetch water to care for their new pet. Children squeal with delight commenting 'he jumped out at me' and 'he could jump really far'. As a result, children demonstrate the characteristics of effective learners.

Parents are well informed about their child's learning through a variety of methods, such as effective daily verbal communications, notices and opportunities to share learning journey profiles. Parents are invited to share learning from home and this is included in their child's profile. However, the nursery is less effective in sharing information about what parents could do at home to link in with their topics and activities, in order to strengthen the already good practice. Parents are very complimentary about the nursery. For example, they comment 'just to say thank you for all you have done for my child, you have helped to make her the little girl she is today' and 'Thank you to all staff at Sunrise for all you have done for my child over the past year. He has a fab time under your care and loves all the teachers'. Parents spoken with during the inspection felt well informed about what their child has been doing during their time at the nursery. Regular progress updates give parents an overview of their child's development, including the progress check completed for children aged between two and three years. The nursery understands the importance of working in partnership with parents. Prior to starting, parents complete an 'all about me' document, which gives detailed and useful information about children.

This is complemented by early assessments, which the staff make, in order to have an awareness of what children know and can do. Effective settling-in procedures enable staff to gather a range of information from parents about the needs, abilities, interests, likes and dislikes of all children. This supports staff to identify children's starting points, enabling them to plan appropriately for their needs from the outset. There is an effective tracking system to evidence and monitor children's progress, enabling staff to make plans to extend their learning. Tracking also provides information for the primary school when children move on into the reception class. Any areas of concern that staff identify as potentially needing to be addressed with the help of external agencies, are shared with parents. This means that the nursery can fully support parents through the referral and assessment processes, which may be necessary. Children with English as an additional language are well supported to develop their English in readiness for the move to school. Appropriate strategies are in place to care for children with special educational needs and/or disabilities. Staff work together well with other agencies to support children's needs.

Children are appropriately supported in their communication skills. Staff have recently completed a number of communication training programmes. However, occasions are missed to use effective questioning to further challenge children's imagination. Children use a variety of construction materials to build towers and calculate how much money they will need when travelling to a nearby supermarket using local transport. Younger children receive appropriate attention from staff, who respond positively to their sounds and facial expressions. As a result, children in the baby room's social and communication development are promoted. The development of key skills in the personal, social and emotional aspects of children's learning are further supported as children confidently make choices. Children are learning effectively as they freely help themselves to the interesting indoor resources available. Natural baskets display magnets, dressing-up items and coloured shaped bricks. Children are physically able and enjoy opportunities to practise these skills. For example, older children learn to balance on wooden blocks as well as ride-on toys outside, some taking their friends for a journey on the painted road. Children are encouraged to develop skills to promote their independence. For instance, the pre-school children learn to serve their own meals during rolling snack and lunch. Subsequently, children are ready for school when the time comes as they develop a range of skills to support their future learning. Staff introduce children to other cultures through activities based around cultural festivals and national events to ensure that they start to develop an understanding of the wider world. Children have good access to information and communication technology equipment as well as starting to understand more about nature through caring for plants in the garden and pets, such as, Ben the hamster, Sid the stick insect and Spongebob the fish.

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

Children receive a warm welcome as they enter the nursery at the start of the day. Children and parents quickly build strong, warm and happy relationships with their key person as well as other staff. Staff are aware of the importance of meeting children's individual needs. The appropriate methods for sharing information with parents ensure that every child's needs are met. As a result, children's well-being is effectively supported

and they feel safe and secure to explore. This has a positive impact on children's learning as they are ready to learn from the earliest opportunity. The daily routines and activities provide children with opportunities to play and learn together. For example, older children play together outside at the chalk board or jointly master a programme on the computer. In the baby room, young children are comforted by their key person and form secure relationships. Consequently, children feel safe as they confidently approach visitors with toys. Children seek support, comfort and reassurance from staff, who are caring and kind. Staff talk with children about a range of topics, both from nursery and home. However, the absence of challenging questions can, on occasion, mean that activities are mundane. Key persons build children's confidence and self-esteem as they celebrate children's achievements. Displays of children's work are attractively organised, such as a recent visit to a local store to purchase food for snack, which tells the story from beginning to end and values children's contributions.

Effective working relationships with external agencies means that the needs of children and their families are well met. Children with special educational needs and/or disabilities are successfully included in all activities and provided with suitable support to help them achieve well. Staff are good role models to children, frequently offering praise and reminding them to use good manners, such as 'thank you' and 'please' when enjoying the strawberries at snack. Staff are consistent in their approach, therefore, children's behaviour is good. Staff help children think about other people's feelings and they learn to negotiate and cooperate with their peers. During lunch activities, older children listen to each other while discussing their move to school and who their teacher will be. This teaching strategy ensures children are able to develop good friendships and show care and concern for each other. Playrooms are well organised with a good variety of resources on offer to support children's self-chosen play. Children are emotionally prepared for the next stage in their learning and development. This is because the nursery offers effective support during the settling-in period, takes care of children in their transition within the nursery and onto school when the time comes.

Staff are deployed effectively across the nursery. As a result, staff know children in their care well. They understand their needs and interests and offer appropriate support as children become ready to move on in their learning. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during transition periods. For example, through the use of a transition document. This ensures consistency of care is maintained and children's well-being is fully supported as they make adjustments during periods of change. Parents feel valued and included in their child's learning. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. For example, children are reminded to take care on the wet chalk board as they might slip. Drinking water is available for children at all times and the nursery provides a range of healthy, freshly prepared meals and snacks, such as, chilli and rice for lunch. These are served to the younger children in a friendly environment. However, moments are missed to extend children's communication skills as staff fail to interact with the children at this social time. Older children's independence is very much encouraged as they serve themselves. Children are beginning to understand the importance of good hygiene as they are reminded to wash and dry their hands carefully. Staff are also vigilant in their hygiene procedures, wearing protective clothing at snack and mealtimes and following stringent

procedures for nappy changing. This helps to promote children's good health. Children have access to physical exercise during the day. They can directly access the outside for large proportions of the day because of the new all-weather surfaces and canopy areas. However, the outside environment does not contain larger climbing equipment to offer greater physical challenge for more able children. Younger children are able to enjoy and explore the natural environment through planned 'buggy' walks in the local community. Timed rotas are used to alert staff to regularly check younger children as they sleep, which promotes their safety. This ensures children's health and well-being are appropriately promoted.

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

The leadership and management team consists of the board and managers, who are responsible for the day-to-day management of the nursery. There is a supportive working relationship in place. Management and staff have an appropriate understanding of their responsibility to ensure safeguarding and welfare requirements of the Early Years Foundation Stage are met. Children are appropriately safeguarded because the safeguarding procedures reflect the requirements of the Local Safeguarding Children's Board. The safeguarding policy contains detailed procedures to follow in the event of an allegation being made against a member of staff. Staff have completed safeguarding training and demonstrate an appropriate level of understanding about their role to protect children in their care. Rigorous security procedures ensure the safety of children is highly prioritised throughout the day. Stair gates separate rooms ensuring children are safe and secure at all times. A programme for the annual servicing of electrical equipment and fire safety equipment, such as extinguishers, is undertaken. Staff practise the emergency evacuation drill with the children, so as to support them to gain a sense of what to do in an emergency. Risk assessments are in place and reviewed regularly. Consequently, children are cared for in a safe environment. All staff hold a relevant first-aid certificate. There is a qualified member of staff in first aid on the premises when children are present. Staff recruitment and suitable vetting procedures are undertaken, such as Disclosure and Barring Service checks, to ensure that adults have the skills and suitability of character to care for the children. Induction and regular meetings mean that staff remain up to date with the policies and procedures. This ensures that children are always cared for by suitable adults.

There are restrictions on the use of mobile telephones and cameras within the nursery, which staff, parents and visitors are aware of and adhere to. Staff hold appropriate childcare qualifications and access training to further enhance their practice. The manager monitors the effectiveness of the nursery through regular supervisions and staff meetings. However, the quality of teaching is variable and the management do not effectively observe and mentor staff to help improve quality. Since the last inspection, recommendations in the main have been addressed. This demonstrates a satisfactory commitment to continuous improvement. Staff, parents and children have opportunities to contribute to the self-evaluation and improvement process. As a result, the nursery supports the needs of the children appropriately. The management and staff are committed to promoting positive outcomes for children. Systems are in place to monitor

the effectiveness of the educational programmes through tracking children's progress. The management is aware of their responsibilities with regards to the learning and development requirements of the Early Years Foundation Stage and through the effective deployment of staff, ensures the nursery is well organised.

The nursery is well established within the community and has built effective positive partnerships with other professionals and agencies to identify and meet children's individual needs. As a result, children receive appropriate support when needed. Staff consistently share information with parents daily about their child's experiences during the day at nursery. As a result, parents know how staff meet their child's needs. Nevertheless, there is room to devise better methods to further promote home learning. Links with local schools are established to aid children's transitions. For example, discussions, visits and shared information ensure children are confident and ready for change when the time comes.

### **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>	EY306165
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	861887
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	118
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Over Hall Community Enterprises Ltd
<b>Date of previous inspection</b>	05/02/2010
<b>Telephone number</b>	01606 869 888

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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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