

Sunrise Nurseries

147-149 Alfreton Road, NOTTINGHAM, NG7 3JL

Inspection date	27/08/2014
Previous inspection date	28/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3
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

- Routine activities regularly include mathematics and languages, including the use of the home languages of all children present. Consequently, children learn to communicate well and begin to understand numbers shapes and sizes.
- The manager has a clear vision for the future of the nursery. Improvements, recently made, ensure the environment is welcoming, well thought out, resourced appropriately and there are systems in place to provide for adequate safeguarding and educational programmes.

It is not yet good because

- The management have yet to embed the systems they have in place for a good provision. This is due to the poor retention of staff and the continuing need to retrain and supervise new staff, to ensure a good level of teaching takes place. As a result, teaching is not yet good enough and children make adequate, rather than good progress.
- The management do not always group children in ways which they are going to learn most effectively. This can impact on staff's ability to teach and children's ability to learn.
- The behaviour procedures in place are not yet fully embedded in practice. As a result of this, children do not always know the expectations of them.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the one playroom in use and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's self-evaluation form.
- The inspector took account of the views of the parents and carers spoken to on the day.

Inspector

Julie Fowler

Full report

Information about the setting

Sunrise Nurseries was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Radford area of Nottingham. The nursery serves the local area and is accessible to all children. It operates from a shared building and has a fully enclosed area available for outdoor play. The nursery employs five members of childcare staff who all hold appropriate qualifications at level 3. The nursery opens Monday to Friday, all year round, from 7.45am until 6pm. Children attend for a variety of sessions. There are currently seven children attending who are in the early years age group. The nursery supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure all children are in a developmentally appropriate environment for most of the day and follow appropriate educational programmes for their stage of development. This is with particular regard to babies spending a full day in the toddler room, which is not designed to meet their needs
- improve the quality of teaching taking place by training staff and holding regular, supportive supervisions with them.

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

- develop staff's use of the behaviour procedures further, to ensure consistent strategies are implemented, so that children do not begin to be confused about what is, and is not, acceptable behaviour.

Inspection judgements

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

Children enjoy their time in the nursery. They show this as they confidently access resources and use the whole space available to move around and explore. This shows they are comfortable in their environment and with the staff and are developing the ability to make their own play choices. Mathematical development is embedded well into practice. Staff incorporate mathematical language, numbers, shapes and size into many activities and during communication with children. For example, words such as 'tiny', 'more' and 'bigger' are regularly used during a dough activity and descriptive commentaries are used, such as 'you've got a small, red strawberry and a big, green pepper'. This language

prepares children for the next stage in their learning, such as counting, measuring, size and capacity. Communication and language development is equally well supported, as staff engage in regular talk with children. They support the development of conversation, understanding of simple instructions and listening skills. For example, as children prepare for lunch time, they sing a song that includes listening for their name before going to prepare to wash their hands. This gives staff the opportunity to assess children's ability to listen and to respond to simple instructions and to support them as they develop these skills. Children who speak English as an additional language are supported exceptionally well. Their home language is valued and used daily by staff. Parents support staff by providing words, and pronunciation, so that staff can develop personalised books, which they can share with the children. These include words and sentences from their home language and pictures of their family. A routine group time also gives the opportunity for children to use their home language, as 'hello' is sung to each individual child using the range of languages spoken by the children present.

An effective observation, assessment and planning system is in place, which is understood by all members of staff. Members of staff follow the planning by carrying out the activities stated. For example, a book of the week is read daily with the children in the toddler room. Staff engage some children effectively with this, however, do not always consider whether the activity is suited to all children present, such as babies, who have joined the toddler room for the day. Consequently, some children do not always have their learning and development needs met because staff follow the planning for the children based in the room, without adjusting it to suit all the children present. The educational programmes include assessments of each child, from which play and activities are planned. This begins with parents supporting the nursery staff with an initial assessment of their children's development. Members of staff effectively observe children, assess their learning and development levels and plan for the next stage in their learning. For example, as children engage in a music and movement activity, staff take notice of any new sounds made and words spoken, as they specifically observe for new language achievements. Staff explain that they are encouraging children with animal sounds and names, as they take part in an action rhyme of 'Old MacDonald'. This shows that staff are able to plan interesting activities for the children, from which they can assess their development and plan for progress. A copy of the progress check, completed between the ages of two and three years, is provided for parents who contribute their knowledge of the children's development. This ensures an accurate summative assessment of each child is made during their second year.

The quality of teaching, and therefore learning, is variable and requires improvements to be good. Although staff engage in some good interactions with children, and work hard to keep the children busy and engaged, there is a lack of focus and leadership for new members of staff who are working directly with the children. For example, staff spend a significant amount of time being distracted, by ensuring babies in the toddler room for the day are safe. This prevents them from teaching other children effectively and the babies from engaging in suitable experiences for their level of development.

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

The daily routine of the nursery is consistent and children are mostly given pre-warnings of approaching change, such as lunch time. This ensures they are prepared for the next stage of their day. The transition between group time singing and washing hands is managed well. Children show delight as they sing a song with members of staff, which results in them lining up at the gate in preparation for being escorted to the bathroom. Although the majority of members of staff are new, they have worked hard to build relationships with the children and clear attachments are beginning to be made. For example, children approach staff for support to put their coats on to go outside to play and use non-verbal cues for support when trying to independently hang their apron on its hook. The positive responses from members of staff help children to feel safe, secure and enhance their sense of well-being and belonging. Transitions are also supported as children move to school. The nursery works closely with the local school, regarding children's development, and send all the necessary documentation to ensure that school have effective starting points for the children in place.

The manager has worked hard to arrange the nursery effectively and provide a good quantity and variety of resources. The walls are adorned with a wealth of information and displays at child height support their development needs. A recent quality assurance assessment, the infant/toddler environment rating scale, scored the nursery highly for the environment provided for children. However, this is providing the children are in the rooms designed for their age and stage of development. Babies regularly being cared for in the toddler room prevents a good level of learning taking place for all children as staff are distracted from teaching by the higher supervision levels the babies need when not in the baby room. Excellent use of space has resulted in a lovely quiet area being developed in a corridor. This allows staff to take groups of children for focussed, specific activities, in particular in relation to the Every Child a Talker programme and to practise computer skills. Children behave well given their ages and stages of development. Staff understand the behaviour policy of the nursery, however, have not yet embedded the policy into practice effectively. This means that staff vary with their responses to children and are sometimes inconsistent. For example, as babies engage in a painting activity, staff respond kindly, but differently, in their terminology to the mess they make and the challenges of babies covered in paint, and, when children are tidying up, staff are variable in their expectations of the level of help children need to contribute. As a result, children are given mixed messages about the behaviour expectations in the nursery, which can result in unwanted behaviour as children become confused about what they can and cannot do.

Children enjoy a range of healthy choices from the relatively newly developed menu. Meals are cooked in the on-site kitchen, which ensures fresh preparation daily. Older children practise their independence skills as they collect their own plate and cutlery, and are supported as they help themselves to vegetables, as they talk with staff about how healthy they are. The food is tested for safe temperatures before serving to ensure it is not too hot for the children to eat. Children understand that food can be hot, as they talk to staff and demonstrate how they 'blow' on the food to cool it down. As a result, children begin to learn how to keep themselves safe and healthy during mealtimes. Healthy lifestyles are further supported as members of staff discuss hand washing with children. Children are keen to go to the bathroom, and enjoy the independence of helping to wash their own hands. Daily physical activity takes place, both indoors and outdoors. Children

access fresh air and movement to support their physical development appropriately. For example, children ride cars around outside, while babies join in with the support of a member of staff to push them round. They enjoy the provision of a low slide to climb steps and slide down and engage in movement and dance sessions inside. Staff sometimes talk to children about the effect the exercise is having on their bodies. As a result, children's physical development and healthy lifestyles are supported well. However, how staff teach them about the effects food, exercise and fresh air on their bodies is variable.

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

The manager and staff team all have an appropriate understanding of how to safeguard children and know what to do in the event of a child protection concern. The manager takes her responsibilities seriously and ensures that her staff recruitment procedures are robust enough to ensure that staff in the nursery have the necessary checks in place to say they are safe to be working with children. Risk assessments are carried out daily to assess whether the environment, both inside and outside, are safe for the children and more detailed risk assessments have taken place to assess all risks and to minimise these accordingly. For example, the taps in the children's bathroom sinks have recently had thermostatic valves fitted to ensure the running water never gets too hot for children's hands and measures have been put in place to ensure sharp edges on the outside wall are covered to prevent serious accidents if children fall against them.

Following the last inspection by Ofsted, the provider received a welfare requirements notice and a number of actions to improve. There were also two subsequent monitoring visits made by Ofsted. The provider has worked extremely hard since then to implement the necessary improvements and now meets the requirements of the Early Years Foundation Stage with regards to the previous actions raised. She has a clear vision for the future of the nursery, including aspiring to have outstanding practice. There are effective self-assessment processes in place, which include working closely with the local authority on quality improvements. As a result, good progress has been made to the environment and management systems in place. Processes for staff development are also good. Supervision systems are in place and the new staff team are happy, motivated and keen to learn. However, although the systems are good, they need more time to be embedded into practice before the nursery can achieve a good grade. This is because the new staff team are not yet knowledgeable enough in what and how they need to teach children and the leadership and supervision of the staff members needs further development.

The provider understands her responsibilities with regard to the Early Years Foundation Stage safeguarding and welfare requirements and learning and development requirements. She values the contributions parents make with regard to the learning and development of the children and understands the importance of partnership working, for example, when parents take the time to support staff with home language words to use with the children. Parents are happy with the service they receive from the nursery. They express positive comments and report that their children are happy, busy and making

progress in their development. They talk about being able to access their children's learning journey records at any time, not only at parents meetings, and that staff are helpful and kind.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444359
Local authority	Nottingham City
Inspection number	971457
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	7
Name of provider	Sunrise Nurseries Ltd
Date of previous inspection	28/08/2013
Telephone number	07412184029

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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