

Sunrise Nursery

Kingsdown School, Hyde Road, SWINDON, SN2 7SH

Inspection date	03/12/2014
Previous inspection date	18/06/2009

The quality and standards of the early years provision	This inspection:	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 are well cared for by dedicated staff who know them and their families well. This fosters children's well-being.
- Staff ensure that safeguarding and welfare requirements are effectively met and place a strong emphasis on keeping the children happy and safe in a clean, secure environment.
- Children's behaviour is good because staff are positive role models, giving children clear guidance on behavioural expectations and boundaries in the setting.
- The staff and management monitor planning and assessments carefully, which results in staff effectively meeting children's needs well.

It is not yet outstanding because

- Sometimes, there are reduced opportunities for babies and two-year-olds to enhance their growing curiosity, sense of discovery and imaginations from the resources accessible to them indoors.
- Staff do not maximise opportunities for children to develop their emergent writing skills.

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 children's play, activities and staff interaction with children in the three playrooms and outside area.
- The inspector had discussions with the two managers, staff, children and parents.
- The inspector sampled children's development records, planning, policies and procedures.
- The inspector invited the manager to carry out a joint observation.
- The inspector checked evidence of suitability checks and qualifications of staff working with children.

Inspector

Jan Harvey

Full report

Information about the setting

Sunrise Nursery registered in 1998 and moved to new site in 2009. It operates from a building within the grounds of Kingsdown School in Stratton, a district of Swindon. There are three base rooms, an office, children's toilets, disabled toilet and staff room with kitchen facilities. There is a secure outside area for outdoor play. Access to the building is at street level and it is a single story building. The nursery serves the local area. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 54 children on roll. Children can attend for a variety of sessions. The nursery supports children who speak English as an additional language. The nursery opens five days a week all year round from 8am to 6pm. There are 11 members of staff employed to work with the children. Of these, nine have early years qualifications at level 3 and one of the managers has an Early Years Degree.

What the setting needs to do to improve further

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

- provide more natural play materials and everyday real-life resources that are accessible to children indoors to encourage children's own imaginations and natural curiosity as learners
- strengthen opportunities in all areas for children to practise their early writing skills.

Inspection judgements

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

The enthusiastic and caring staff form positive relationships with babies and children so they are confident, happy and settle to learn. Staff have a good knowledge of their individual key children's needs. Parents are actively involved in children's learning from the start. An impressive settling-in procedure means the key person has a good understanding of children's starting points and interests. Consequently, staff support their progress by using detailed and ongoing observations of children's engagement in activities and plan a range of experiences based on children's interests to motivate them to learn.

Assessment and monitoring of children's progress are robust, identifying their next stages in learning, which staff use effectively to influence future planning and support. Staff keep parents well informed of their children's achievements and regularly share summary development reports of their progress. This includes detailed information about the progress check for two-year-old children to identify any possible gaps in learning to make

necessary referrals, if required. This means, all children, including those who speak English as an additional language, make good progress in their learning and development.

Overall, the quality of teaching is good and some practice is outstanding. Staff make excellent judgements about when children need time to play and explore independently, or to learn with other children in small groups. Young children and babies thoroughly enjoy the sensory experiences offered for them to explore. For example, outside children engage happily in mixing rice, sand and water in metal pans to make 'rice cakes'. The sound of the uncooked rice moving around the metal fascinates the children as they stir repeatedly, copying movements as they learn from staff and other children. They use tools and containers purposefully to transport the mixture as they use a large spoon to sprinkle the rice into cooking pots. All staff use a good narrative, model language, introduce new words and ask questions to extend children's learning as they support them in their play.

Children of all ages have easy access to books. Since the last inspection, staff have developed cosy book corners in all rooms. Babies and children enjoy looking at books with staff, reading together or alone. In addition, children benefit from the many bright, child-focused displays with captions, and labelled drawers and resources, which help children understand that words carry meaning. Older children are beginning to recognise letters and numbers in the environment, and some can find their own names. Staff encourage children's early writing by providing mark-making areas and activities. However, staff do not always maximise opportunities to develop children's literacy skills in all areas of their play as writing tools and resources are sometimes not always easily accessible for children.

Staff skilfully enable children to talk about their activities and to share ideas. For example, staff provided a variety of craft materials and asked children if they would like to make a card. Children explained they wanted to make an envelope first, before the card, and staff encouraged children to think about how they could do this with folded paper. Staff use plenty of praise and encouragement, which helps to promote children's self-esteem and confidence. Children progress well physically. They confidently use stimulating physical equipment in and out of doors and become proficient with tools, such as table knives and scissors. Staff routinely incorporate mathematical learning into routines and play, using numbers, counting and shapes at every opportunity. Staff effectively foster children's understanding of the world. For example, they are keen to learn about technology by using the computer and battery toys. They dig in soil, grow plants and delight in using water and balls with hoses and guttering. This means children are acquiring the skills, attitudes and dispositions they require to prepare them for school or their next stage in learning, for instance when they move on to another room.

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

Babies and children build secure emotional attachments as staff provide genuine warmth and affection so children feel safe and secure. Children of all ages show a strong sense of belonging in the nursery. They confidently move around the clean, warm and welcoming playrooms, choosing good quality resources from clearly labelled, low-level storage to

have control of their learning and build their confidence. Staff offer sound support to babies to foster their curiosity through exploration and for all children to develop their future learning. However, in the playrooms for the under two's and two-year-olds, there are limited everyday real-life resources and natural play materials freely available to encourage children's own imaginations and natural curiosity as learners.

Children develop confidence and independence as staff give them choices about what they would like to do. They ask children to find their coats and help them to put their wellington boots on when they want to go outside. Staff listen carefully to what children say they want to do as they get ready, and respond enthusiastically to support their ideas. Staff provide positive role models, are polite to each other and work well together which helps children to develop practical social skills.

Children behave very well because staff use effective and age appropriate strategies to promote positive behaviours. They use distraction techniques with younger children and explain clearly to help all children and babies understand expectations and boundaries, and what is not appropriate behaviour at the nursery. Staff effectively focus children's attention before they explain activities, such as inviting them to switch on their 'listening ears' before a story-making activity or an active physical game outdoors. Staff help children to become independent and encourage them to manage their own personal needs and practise listening to instructions.

Staff promote a healthy lifestyle and daily physical exercise. Children spend regular time outside in most weathers. Staff deploy themselves extremely well to give children opportunities to have free flow between the indoor and outside areas. Staff move around seamlessly to ensure strict ratios are met to maintain children's safety. Children show a good level of independence relative to their age. Older children put on their own coats with little assistance from staff, and talk about blowing their nose and putting the tissue in the bin to prevent germs spreading. Younger children are learning to independently use the toilets and wash their hands.

Staff teach children the importance of having a healthy diet. They provide children with healthy snacks and lunch, and fresh water throughout the day which children can access easily themselves. Lunch and snack times are calm, sociable occasions and staff sit with the children and support them well in developing good manners and habits. Parents, who choose to send their child in with lunch, work closely with staff to ensure children have nutritious foods, such as fruit and fresh produce in their packed lunches. When questioned, children confidently talk about what foods are healthy, and how fruit and vegetables are good for you.

There are good arrangements in place to share information with other settings children attend and with local schools as children prepare to move on. As a result, children are confident, feel secure, and are ready to move to school.

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

The dedicated owner-managers of the nursery work very well together as they support the enthusiastic group of staff effectively. They both play their part in fulfilling their responsibilities to meet the safeguarding and welfare requirements effectively at all times. Staff benefit from a strong employment programme of supervision, appraisal and continuous professional development, which helps to check they are, and remain, suitable to work with babies and children.

Management and staff have a secure awareness of safeguarding procedures and work to detailed policies, which staff are knowledgeable about. All staff are familiar with the child protection procedures to follow if they have concerns relating to a child's welfare. Staff ensure the premises are secure and supervise children closely at all times to reduce the risk of accident and injury. Staff carry out thorough risk assessments and these are effective. As a result, staff constantly check the areas that children use to keep them clean and safe at all times.

The joint owners have an in-depth understanding of the Early Years Foundation Stage learning and development requirements and work closely to evaluate the provision. The manager and key persons carefully monitor children's progress at regular intervals. They use this information effectively to improve the provision for children's learning, for example, by focusing on a particular area of learning. Management actively seeks advice and ideas for improving their practice, attending local authority good practice meetings and liaising closely with staff from the local children's centre. Using feedback from internal audits, parents questionnaires and staff comments, they accurately assess what they offer children and families. They conscientiously reflect on their practice, completing an ongoing action plan. This includes further development of the room for two-year-olds and for extending teaching skills through observing each other.

Staff work effectively in partnership with other settings. Having obtained parents' permission, key persons liaise with shared settings through communication diaries. In this way, they communicate children's levels of development so that children benefit from consistent practice and the sharing of any concerns. Staff frequently ask for parents' comments on children's learning and development. The two-way flow of information between families and staff has a positive impact on children's learning. Parents have a very positive relationship with the management and staff and say that they are all very approachable, supportive and always keen to help.

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	EY380057
Local authority	Swindon
Inspection number	829649
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	54
Name of provider	Sunrise Nursery Ltd
Date of previous inspection	18/06/2009
Telephone number	01793 820858

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

