

# Sun Rise Nursery

Ludlow Close, Winsford, Cheshire, CW7 1LX



## Inspection date

7 May 2015

Previous inspection date

22 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Managers regularly observe the quality of each practitioner's teaching. As a result, the quality of teaching is good and practitioners know what they must do to improve.
- Parents and practitioners work in partnership to promote children's learning. For example, practitioners provide ideas for activities that parents can try at home.
- Children's physical development is effectively promoted. Children learn to be safe and have fun outside, as they walk carefully over the steep areas and roll down the gentle slopes.
- Managers seek out support and advice, to work effectively and continuously towards identified targets for improvement.
- Children transfer successfully from the baby room to the pre-school room. This is because key persons share information about children's care needs effectively. They take children for visits to the pre-school, so that they become familiar with the bigger space and group.
- The special educational needs coordinator is well organised. She regularly checks that practitioners understand and implement the individual targets and programmes, for children with special educational needs and/or disabilities.

### It is not yet outstanding because:

- There are occasions when practitioners do not present resources in ways that promote the highest quality of children's learning.
- Practitioners do not always fully gain children's attention before beginning everyday routines. As a result, children's abilities to listen and follow instructions are not consistently promoted.

## What the setting needs to do to improve further

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

- promote the highest quality of learning when setting out resources. For example, when children play in the role-play area, check that the resources invite and promote their deepest involvement in rich, imaginative play
- make the most of all opportunities to promote children's listening and attention skills, for example, by reviewing methods of gaining children's attention fully before beginning everyday routines, such as preparing for lunchtime.

### Inspection activities

- The inspector toured the pre-school.
- The inspector observed activities in the playrooms and outside.
- The inspector met with the provider and the manager.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of documents, including those used for assessment, planning and observation.
- The inspector checked evidence of the suitability and the qualifications of all practitioners working with children.
- The inspector took account of the views of parents and carers, including those spoken to on the day.

### Inspector

Susan King

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Practitioners understand how children learn. They provide interesting activities that promote children's progress across the seven areas of learning. However, on occasion, practitioners do not fully gain every child's attention, to ensure that they are all listening, before giving instructions. For example, when the pre-school children get ready to eat lunch, some are not sure about everything they have to do before going to the table. In the pre-school room, good planning ensures that children of all ages are challenged. For example, when children arrive at nursery, they attach their name card to the 'who is here today' board. Younger children have a picture clue on their card alongside their name, while older children have to find and read the words. This helps them to develop some of the key skills they need, as they prepare to move to school. Practitioners make observations of children's learning and share them with parents. They check children's progress regularly and identify next steps for their learning.

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

Practitioners are welcoming, and children settle in to activities happily. Practitioners talk with children and parents about events at home. They are good role models and this promotes children's positive behaviour. Practitioners devote all of their time and attention to the children in their care, and so children's individual care needs are fully met. Practitioners teach children to make healthy choices in their diet. For example, children find out about different foods by smelling and tasting them. They talk about which foods are healthy and which foods are just for treats. The playrooms open directly on to well-equipped outdoor areas, and children gain confidence as they make their own decisions about where to play. Resources are of good quality and are accessible. However, practitioners do not always give enough attention to how the presentation of resources promotes children's learning.

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

Managers and directors have secure knowledge and understanding of the requirements of the Early Years Foundation Stage. The manager gives priority to ensuring that practitioners know what to do if they are concerned about the welfare of any child at the nursery. Deployment of practitioners is effective and allows for their attendance at multi-agency meetings, concerning individual children and families. Arrangements for the supervision of managers and practitioners are good. Managers regularly check the progress of all the children. They use a suitable software package to identify gaps and weaknesses in the educational programme. These are swiftly addressed through effective action plans. The well-qualified practitioners implement what they learn at training events. This improves the breadth and depth of children's experiences at nursery. Parents are encouraged to continue their children's learning at home. For example, some have attended a Makaton workshop to understand more about how some children learn to speak.

## Setting details

<b>Unique reference number</b>	EY306165
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	984707
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	57
<b>Number of children on roll</b>	116
<b>Name of provider</b>	Over Hall Community Enterprises Ltd
<b>Date of previous inspection</b>	22 July 2014
<b>Telephone number</b>	01606 869 888

Sun Rise Nursery was registered in 2005. The nursery is managed by a community enterprise and operates within the grounds of Over Hall Community School. The nursery employs 21 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above, including two with Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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