

Sunrise Day Nursery

Sunrise Day Nursery, 87 Chester Road, SUTTON COLDFIELD, West Midlands, B73 5BA



Inspection date	15 November 2016
Previous inspection date	4 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children have good opportunities to extend their physical skills and create their own games in the well-resourced outdoor area. Children manage risks and develop good coordination when moving around the available space.
- Staff keep parents well informed about their children's progress and actively encourage parents to support their children's learning at home. For example, parents are invited to stay-and-play sessions, and a new lending library enables children to take books home and share these with their parents.
- Systems for monitoring the progress made by groups and individual children have been developed well by the managers. They are now aware of those children who are at risk of not reaching their expected milestones, and focus well to improve children's progress in literacy and mathematics.
- Staff remind children of the importance of being kind to each other and encourage them to share resources and wait their turn. They manage children's behaviour effectively by using praise to encourage children to behave in positive ways.
- Children go on regular outings to their local community. This enriches their learning and enables them to discover the wider world. For example, they visit the local dentist, parks and garden centre.

It is not yet outstanding because:

- Although practice is good throughout the nursery, there is not yet enough focus on professional development to raise the quality of teaching to an exemplary level.
- Occasionally, the organisation of small-group activities does not enable some children to participate fully and extend their learning.

What the setting needs to do to improve further

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

- sharpen the focus for the professional development of staff to enhance the already good teaching and practice even further
- provide even more opportunities for children to fully participate and become engaged in small-group activities.

Inspection activities

- The inspector took a tour of the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children playing inside and outdoors, and assessed the quality of teaching and learning.
- The inspector spoke to the managers, staff, parents and children during the inspection.
- The inspector viewed a range of documentation, including policies and procedures, risk assessments, children's records, staff qualifications, training and suitability checks.

Inspector

Susan Rogers

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of the procedure to follow should they have concerns regarding a child's welfare. Robust recruitment, vetting and induction procedures help to ensure children are cared for by suitable adults. The management team ensures that staff, parents and their children are fully included in the self-evaluation processes. This ensures that development plans are clearly identified and quickly acted upon. Staff work hard to engage parents in their children's learning. Managers and staff continually strive to provide very effective methods to communicate with parents. This helps them to improve the two-way flow of information that keeps parents informed about their child's care and learning. Additional funding is used effectively to support the needs of the children who need it most, by providing improved opportunities for parents to better support their children's learning at home.

Quality of teaching, learning and assessment is good

Staff undertake observations and assessments of children's development. They use this information to help them identify the next steps in children's learning and plan purposeful learning experiences. Staff help children to develop their early mathematical skills and encourage them to recognise numbers and shapes as they play. Children are encouraged to take a great interest in books and eagerly share their favourite stories with each other and staff. They enjoy exploring sand and water, and learn to use mathematical language as they discuss whether containers are full or empty during sand play. Staff talk to children and ask them questions, which encourages them to think about solutions to problems and develop their communication and language skills. This has a positive impact on all other areas of learning. Children confidently explore the outdoor area. They carefully balance on bridges that they make from planks of wood, further developing their physical skills.

Personal development, behaviour and welfare are good

Children build warm relationships with staff and they settle well. Staff gather a good range of information from parents when their children first start, such as their interests and stage of development. Staff encourage children's independence. For example, children skilfully pour water from a jug into a cup, and help to clear away after their meals. They eat well-balanced meals and even the youngest children learn how to feed themselves. Children enjoy their learning and staff work closely with parents to support the development of good behaviour.

Outcomes for children are good

All children make good progress, including children who have special educational needs and/or disabilities. Older children are very independent, for example, as they help set the table before they eat. They listen to stories without distraction, count purposefully and communicate well. Children develop a love of books. They show good levels of concentration during activities and are eager to learn. Staff encourage children to listen, understand and become confident talkers. They are developing the necessary skills for future learning and their move on to school.

Setting details

Unique reference number	EY295495
Local authority	Birmingham
Inspection number	1064654
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	62
Number of children on roll	96
Name of registered person	Sunrise Day Nursery Limited
Registered person unique reference number	RP907609
Date of previous inspection	4 September 2013
Telephone number	0121 3543311

Sunrise Day Nursery was registered in 2005. The nursery employs 22 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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