

## Inspection date

21 February 2017

Previous inspection date

7 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff spend time with the children and are warm and caring towards them. This helps children to develop strong emotional attachments, to behave well and to develop relationships with other children around them. Staff provide children with meaningful praise throughout the day.
- Staff develop strong relationships with parents, other providers and professionals and the local schools. This helps to ensure there is continuity in children's care and learning. The management and staff work together to ensure the educational programmes for children support their progress and follow their interests. As a result, outcomes for children are good.
- Staff attend various training events, including workshops on promoting literacy and mathematics. They evaluate their practice to ensure improvements are implemented. Older children talk about position and shapes as they calculate what is needed to build their den. Toddlers and babies are encouraged to look more closely at shapes, and the colours of their splodges as they paint.
- Children's interest in nature and animals is fostered well as they go on local walks to the park. Here they observe the birds and wildlife around them. Older children visit the local school to use the large physical equipment. Children also have visitors that come in, in order to support them with music and movement activities, thereby increasing their physical development over time.

### It is not yet outstanding because:

- Staff do not always provide enough opportunities for babies to regularly access the outdoor areas.
- There are not enough opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

## What the setting needs to do to improve further

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

- increase the opportunities for babies to be outdoors to ensure their overall health and well-being is supported to the highest level
- increase opportunities for children to develop their awareness of similarities and differences between themselves and others.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of all persons working at the nursery.
- The inspector spoke to parents, took account of their written comments about the service provided and spoke to children during the inspection.
- The inspector held discussions with senior members of the management during the inspection and took account of their views.

### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend child protection training and understand the safeguarding policy and procedure. They know who to contact and what to do should they have any concerns about a child in their care. Staff are supported well. They have regular opportunities to discuss confidential issues and attend training to further their knowledge. They are well deployed to ensure ratios are met, children are well supervised and that children have their care needs suitably attended to. Staff check all areas before children arrive and throughout the day to ensure all areas are safe. The management ensure that all staff, parents and their children are included in the self-evaluation procedures. This helps to identify targets for further improvement so that the quality of the provision continues to benefit all children. The key persons provide parents with continued feedback about their child's care and learning. They support parents well in helping their child to continue their learning at home. Management ensure that all policies and procedures are accessible to parents.

### Quality of teaching, learning and assessment is good

Staff organise the areas well so that children's needs and interests are supported. They foster children's communication skills by using questioning techniques and engaging with them during activities. Toddlers become excited as they explore using their senses, moving the small-world animals through a tray of crunchy cornflakes. They mould, cut and shape dough, using their imagination to make pretend ice creams. Pre-school children look at books of animals with teeth. They follow their own interests as they role play visiting the dentist playing alongside their friends and the staff. Staff respond to children's spontaneous play. They introduce the computer so that children can explore real pictures of children visiting the dentist and how best to care for their teeth. Babies explore using their senses as they sift through play sand and use tools to move it around. They become excited as they push buttons on battery-operated toys and observe how their actions make things happen.

### Personal development, behaviour and welfare are good

Children are closely supervised as they take manageable risks in their play. They are provided with healthy balanced meals and snacks, and know to wash their hands before eating. This helps to promote children's awareness of a healthy diet and lifestyle. Children's care needs are carefully identified, recorded and acknowledged to ensure these are met throughout the day.

### Outcomes for children are good

Children become increasingly independent as they make choices about what they want to play with. Toddlers and pre-school children enjoy time together outdoors and are supported by staff as they run, clamber through tunnels and balance. All children's interest in books is fostered well as they turn the pages and listen to stories. They are growing in confidence and are well supported to be ready for their move on to school. All children, including those receiving early education funding, are making good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY306165
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1084721
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Over Hall Community Enterprises Limited
<b>Registered person unique reference number</b>	RP525501
<b>Date of previous inspection</b>	7 May 2015
<b>Telephone number</b>	01606 869 888

Sunrise @Over was registered in 2005. The nursery is one of two settings managed by a community enterprise and operates within the grounds of Over Hall Community School. The nursery employs 25 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or above, including one 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.

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