

# Sunrise Nursery

Abingdon Road, Kingston Bagpuize, Abingdon, Oxfordshire, OX13 5AR



## Inspection date

13 December 2017

Previous inspection date

29 April 2014

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 enjoy their time at the nursery. They are highly motivated and explore their play areas confidently. An effective key-person system helps children to develop a sense of belonging and build strong bonds with staff.
- Staff have an in-depth knowledge of children's individual needs. They successfully plan purposeful, exciting activities and experiences for children. This helps all children to make good progress in their learning and development.
- Staff provide good support for children who have special educational needs and/or disabilities. Staff forge close links with other professionals to support children's welfare and all-round development well.
- There are effective partnerships with parents. Strong parental relationships are valued at the nursery. From the very beginning, they are encouraged to share information about what the children know and can do.
- Self-evaluation is effective. The manager gathers the views of staff, parents and children to identify the strengths of the nursery and areas for development.

### It is not yet outstanding because:

- The provider does not monitor the progress of different groups consistently across the nursery to identify and address development gaps which may arise.
- Staff have not fully considered ways to consistently engage younger children, such as during song and rhyme times, to help them remain fully involved and interested.

## What the setting needs to do to improve further

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

- monitor the progress of groups of children consistently across the nursery and use this information to assess how the provision for different groups can be enhanced further
- provide ways to help younger children to remain engaged during some group activities to ensure they stay interested and involved.

### Inspection activities

- The inspector observed activities and staff's interactions with children, including in the outside environment.
- The inspector held meetings with the provider and the managers. She spoke to staff, children and parents.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.
- The inspector conducted a joint observation with a senior manager.
- The inspector took account of the views of parents spoken to during the inspection as well as their written comments.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management and staff understand their responsibilities to protect children in their care. They know what to do and who to contact if they have any concerns about children's welfare. The management team has created a well-qualified staff team and supports them well. It monitors staff's practice and encourages them to improve their performance. For example, they identify training needs and foster a culture of mutual support. Staff morale is high and each member of staff strives to do their best for the children. Self-evaluation is effective in identifying how the nursery can continue to improve. For instance, the nursery has recently purchased new resources for technology and staff are receiving training to stimulate children's technological learning.

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

Staff make regular observations and assessments of children's learning. They use this information well to monitor individual children's achievements and plan for the next steps in their development. Staff talk to children, question them and use repetitive language during their play. They use interesting resources to stimulate young children's impulse to explore. For example, older babies delight in investigating a 'treasure box' that contains different light-up balls. They experience a variety of textures and colours as they roll each ball and find ways to make it light up. Children are given many opportunities to find out about the natural world and solve problems. For example, during outdoor play, pre-school children investigated the snow and created snow habitats for their toy polar bears.

### Personal development, behaviour and welfare are good

Children settle well as key staff are attentive and sensitive to their needs. Staff use praise and encouragement effectively to promote children's confidence and self-esteem. They guide children with warmth and patience who cooperate and behave very well. Children develop good independence skills. For example, during their sociable snack and mealtimes, children learn to serve the healthy portions of food that meet their health and cultural needs. Children of all ages enjoy a very well-resourced outside area where they have lots of opportunities to be physically active.

### Outcomes for children are good

Children are well prepared for the next stage in their learning, including school. Children's communication skills are good. They follow their own ideas and use small tools carefully and with skill, such as when toddlers roll, cut and shape play dough. Children develop good literacy skills. Older children know some sounds that letters represent and can often read simple words. They develop their mathematical skills well. For example, older children accurately count up to 10 and beyond while young children count scoops of rice when weighing. Children of all ages enjoy mark making with a range of resources.

## Setting details

<b>Unique reference number</b>	134848
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1068495
<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 - 8
<b>Total number of places</b>	99
<b>Number of children on roll</b>	118
<b>Name of registered person</b>	Frances Patricia Marriott
<b>Registered person unique reference number</b>	RP511929
<b>Date of previous inspection</b>	29 April 2014
<b>Telephone number</b>	01865 821892

Sunrise Nursery registered in 2000. There are 33 members of childcare staff. Of these, one member of staff holds a relevant early years qualification at level 6, four at level 5, and 18 at level 3 or above. The nursery opens from Monday to Friday for most of the year. Sessions are from 7.30am to 6pm. The before-school club opens from 7.30am to 8.30am while the after-school club opens from 3pm to 6pm. There is also a holiday club for school-age children. The nursery provides funded early education for two-, three- and four-year-old children.

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