

<b>Inspection date</b>	14 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 play and learn happily and contentedly. They form secure bonds with staff, who provide a caring and nurturing environment. Parents are very appreciative of the lengths staff go to in tailoring the provision to meet the needs of all children.
- Staff skilfully support children to develop their imagination and creative skills. Children have many opportunities to listen to music, dance and sing songs, making up their own actions.
- Children are particularly well supported as they transition to school. Staff organise regular visits to the school where children will attend to familiarise children with their new teachers and routines, such as lunchtime.
- The key-person system is effective. Staff know the children very well and ensure that children are given good emotional support when settling into the nursery.
- The manager closely monitors the educational programmes to ensure that children benefit from a good range of enjoyable and interactive activities. Teaching is good and this helps to secure positive outcomes for children. All children make good progress.

### It is not yet outstanding because:

- The manager has not fully embedded ways to raise staff knowledge and the quality of teaching to an outstanding level.
- At times, adult-led activities are not sufficiently well organised to meet the learning needs and preferences of the very youngest children consistently.

## What the setting needs to do to improve further

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

- strengthen professional development opportunities to help raise the quality of staff practice to the highest level
- sharpen the planning of adult-led activities to take even more account of the needs of the youngest children.

### 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 nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussion and reading the written feedback provided.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the procedures they must follow if they have concerns about a child's welfare. Staff receive regular training to ensure their knowledge of procedures is in line with current legislation. They are fully aware of their responsibilities. The manager monitors the progress of the groups of children and supports staff to close gaps in learning. Self-evaluation is effective. The management team uses action plans to prioritise areas for improvement. Effective partnerships with parents and other professionals help to provide a consistent approach to children's care and learning.

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

Staff complete regular observations of children as they play, to identify their stage of development. They plan a wide range of imaginative learning experiences, which engages children in learning and supports them as they acquire new skills. Staff get down to the children's level and interact purposefully as they play alongside each other. They engage children in meaningful conversations and skilfully ask questions to build on what they already know. This supports children's communication skills. Children develop their mathematical understanding effectively. For example, they practise counting and recognising numbers during their play. Older children are developing a love of books. They enjoy listening to stories during group times. Staff provide visual aids, such as puppets, to support children's understanding of the story and children relish the opportunity to talk about what is happening on each page.

### Personal development, behaviour and welfare are good

Staff are friendly, kind and caring. They support children to feel safe and secure. For example, children new to the nursery receive comfort and reassurance and, as a result, form good attachments with their key person. Staff manage behaviour well. They gently remind the children of the boundaries and praise children for their achievements. As a result, behaviour is good. Children have access to a well-resourced outdoor play area where they enjoy fresh air and regular exercise.

### Outcomes for children are good

All children make good progress in their learning and development. Children are confident communicators who exhibit high levels of independence. They are active learners, form close friendships with their peers and consider the needs of others. They are well prepared for future learning in school and beyond.

## Setting details

<b>Unique reference number</b>	EY501508
<b>Local authority</b>	Essex
<b>Inspection number</b>	1053753
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Sunrise Nursery Limited
<b>Registered person unique reference number</b>	RP906009
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01245 444909

Sunrise Nursery re-registered in 2016. The nursery employs five members of childcare staff. Of whom, three hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during school term time. Sessions are from 8.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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