

Rise and Shine Day Nursery



Jack Hunt School, Ledbury Road, Peterborough, Cambridgeshire PE3 9PN

Inspection date	29 January 2019
Previous inspection date	5 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 work well in partnership with parents and other professionals. They ensure there is an effective two-way flow of information. This helps to provide children with consistency in their care and learning.
- Staff provide children with a stimulating range of activities which reflect their emerging interests and stage of development. Children are active learners who show curiosity in the world around them. They make good progress.
- Staff are kind, attentive and responsive to children's needs. Staff working with babies, provide a warm and nurturing environment. They encourage children to explore and be active, and ensure that they have the rest they need.
- Children enjoy their time at nursery. They are warmly greeted by staff with whom they build strong bonds. Children demonstrate that they feel safe and secure. For instance, they confidently seek cuddles should they need reassurance.
- The manager values her staff. She regularly conducts supervision meetings with all staff to coach and help them to develop their skills and knowledge. Staff are well supported to gain professional qualifications and attend training events.
- Staff are enthusiastic in their role to help children learn. However, sometimes they do not give children enough time to think and develop their own ideas.
- Staff working with children in the pre-school room do not always make the most of opportunities to help children understand and explore aspects of mathematics relating to size and measure.

What the setting needs to do to improve further

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

- give children enough time to think and develop their own ideas and imaginations
- broaden opportunities for children to explore and understand size and measure.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- 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 spoke to a number of parents during the inspection and took account of their views.

Inspector
Gail Warnes

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. The manager implements robust recruitment and induction processes. This helps to assure the suitability of staff working with children. The manager gathers the views of parents and staff to help her identify strengths in practice and areas to develop. She reviews the progress made by individual children and groups of children. This helps to inform planning, for example to offer more opportunities for children to develop literacy skills and to enhance children's use of information and communication technology.

Quality of teaching, learning and assessment is good

Staff observe children as they play and make regular assessments of their progress. They share information well with parents who frequently contribute their own 'wow' moments from home. Staff support children's good communication and language development well. They repeat noises babies make and name items to help them understand and develop confidence to repeat words. Staff responded to toddlers' anticipation of snow. They provided messy-play activities that mimicked snow, adding paint and glitter. This helped to encourage children to talk about and explore changes in colour. Children in the pre-school room helped to fill large containers with water and explored a range of toy sea creatures. Staff showed them how to use pipettes to draw up water and control the drops they released. This also helped children to develop muscle control and support their interest in writing their names for themselves. Children eagerly choose books to borrow and share with parents at home.

Personal development, behaviour and welfare are good

Staff gather detailed information from parents when children first start about what they already know and can do. This helps them to plan effectively to help children settle quickly. Children confidently self-select from a good range of toys and resources both inside and outside. They enjoy freshly prepared snacks and meals which promote healthy food choices well. Children receive lots of praise for their efforts and achievements. This helps them to develop good levels of self-esteem. Children listen to staff and behave well. Children learn about faiths and cultures that are different to their own. They show respect to each other and develop firm friendships. Staff support children's emotional well-being during times of change. For instance, they invite reception teachers to nursery to meet children who are moving to school.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Babies have space to crawl, stand and take steps in a safe environment. Older children enthusiastically hunted for dinosaur bones outside, counting the number they found. They show good listening and attention skills during short group activities. Toddlers develop good independence as they help to tidy toys and scrape their plates after meals. Children gain key skills to support the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY225879
Local authority	Peterborough
Inspection number	10073077
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	36
Number of children on roll	66
Name of registered person	Holmes, Alison Jean
Registered person unique reference number	RP512501
Date of previous inspection	5 January 2016
Telephone number	01733 268 794

Rise and Shine Day Nursery registered in 2003. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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