

# Inspection of Sunrise at Wharton

Bradbury Road, WINSFORD, Cheshire CW7 3HN

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Inspection date: 18 August 2021

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children flourish in this vibrant, welcoming and friendly nursery. They arrive eager to engage in activities and excitedly seek out their friends to share experiences with. Children's behaviour is exemplary. They display extremely high levels of well-being and engagement. Children demonstrate excellent independence, motivation and fierce determination. For example, young children concentrate intently as they put on their shoes. They persevere, building on the skills that they have previously learned to enable them to complete the task with little adult direction. Older children skilfully link blocks together. They focus keenly on the task in hand and demonstrate wonderfully positive attitudes towards their learning. Staff offer an abundance of praise and celebrate their efforts and achievements. This successfully helps to build children's self-esteem as they demonstrate that they feel highly valued.

Children quickly build warm and trusting relationships with their key person. Staff are extremely gentle, kind and caring in their approach and have high expectations. They listen intently to children's ideas and suggestions, helping them to grow in confidence. Since the COVID-19 (coronavirus) pandemic, staff have worked exceptionally hard to ensure children feel safe and secure in the setting. They have implemented stringent hygiene routines and taught children the importance of healthy lifestyle practices through books and rhymes. Children show resilience and are very happy and secure.

## What does the early years setting do well and what does it need to do better?

- Staff have given wonderful consideration to children's social development since the pandemic. They have worked tirelessly to develop children's tolerance as they returned to the setting after periods of lockdown. Staff have revisited the importance of sharing and turn taking through simple games and activities. As such, children play collaboratively together. They are patient and respectful of each other. Children fully understand the rules of the setting and gently remind their friends to have 'kind hands' and 'good sitting'.
- Staff have successfully implemented 'well-being weeks' to enable children to develop their ability to manage their feelings and emotions. Children engage in yoga sessions and have wonderful opportunities to express and talk about their feelings. Staff skilfully use faces and puppets to aid children's understanding. Furthermore, staff have arranged for animals to visit to help calm and motivate children. These opportunities help children to understand the importance of self-care and to develop empathy for others.
- Children have superb opportunities to learn about the world around them and deepen their understanding of other cultures and communities beyond their own. For example, they visit places of interest within the local area. Children

enjoy special visitors to the setting, such as the police and fire department. Staff carefully plan these activities to aid children's understanding and awareness that these services are there to help children.

- Children are at the heart of everything that leaders and staff do. Dedicated staff work hard to ensure that children are developing the skills that they need for the next stage in their learning and in readiness for school. Staff identify next steps that build coherently on what children already know. As a result, children are making good progress in their learning, including those children with special educational needs and/or disabilities and those in receipt of additional funding.
- Children demonstrate a love of literacy. Staff enthusiastically share books with children as they recall familiar refrains in their favourite tales. Older children are encouraged to predict what may happen next and to develop their own stories. Young children enjoy listening to stories as they snuggle in the cosy spaces that staff have created. Staff encourage children to take books home to share with their families.
- Children's communication and language development is a key area of focus for the nursery. Following purposeful training, staff have implemented strategies across all age groups to assist children with their communication skills. However, occasionally, in the toddler and pre-school room, staff do not always give children sufficient time to think and respond to the questions that they ask. Additionally, some staff do not always model the correct pronunciation of words to further develop children's emerging language skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a deep understanding of their role and responsibility in protecting children from harm. They are able to swiftly recognise the possible indicators of abuse and know how to escalate their concerns. Leaders ensure that they attend regular training to update their knowledge and awareness of wider concerns, such as the 'Prevent' duty and domestic violence. Staff confidently describe the actions they would take if they had concerns about the conduct or practice of a colleague. Stringent recruitment and vetting arrangements are in place to ensure that staff are suitable to carry out their role and remain suitable throughout the duration of their employment.

## What does the setting need to do to improve?

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

- enhance staff knowledge and skills on the importance of pronouncing words correctly in order to support children's emerging language skills
- build on staff's questioning techniques so that children have sufficient time to think and respond.

## Setting details

<b>Unique reference number</b>	EY362409
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10109755
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Over Hall Community Enterprises Limited
<b>Registered person unique reference number</b>	RP525501
<b>Telephone number</b>	01606 869111
<b>Date of previous inspection</b>	8 April 2014

## Information about this early years setting

Sunrise at Wharton registered in 2007. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for two-, three- and four-year old children. There are currently 19 staff working directly with the children, 15 of whom hold an early years qualification at level 3.

## Information about this inspection

### Inspector

Karen Cox

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector spoke with staff, parents and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager, area manager and nominated individual. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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