

# Inspection of Rosedene Sunrise

Sunrise Childrens Centre, Yarm Road, Stockton On Tees TS18 3PJ

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Inspection date: 6 October 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children are excited to attend and enter the setting eager to learn. They confidently make decisions about what they want to play with and learn. For example, in the outdoor area, toddlers decide to collect water using watering cans and pans then use it to mix the soil, lemons and limes together. Babies settle well into routines that carefully consider their individual needs and match those at home. They seek comfort and reassurance and enjoy regular cuddles with familiar adults. Older children engage well in activities and show a positive attitude to learning. They are confident and eager to share what they know with staff and other children. For example, they chat to staff and their friends about where they found their collection of leaves, fir cones and conkers.

Older children make their own pizzas. They listen with anticipation as staff explain how to make dough. They have fun adding the different ingredients and kneading the dough with their hands. Children excitedly exclaim that their hands are all sticky. They describe how they are rolling the dough and the ingredients they want to use. Staff incorporate mathematical language such as 'bigger' and 'more than'. Children discover that they can make marks in the flour using their fingers and with their shoes. This helps to promote early writing skills.

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

- The manager and staff ensure children learn essential core skills that will help them to prepare for later learning. For example, there is a clear focus on developing children's speech, and helping them to be confident to learn new skills. Staff know children well and carefully consider their backgrounds and experiences when planning the curriculum. They plan learning experiences that help children to build on what they know and can do. Younger children learn how to play with others and begin to build friendships. Staff help them to develop their independence, for example going to the toilet and using cutlery to feed themselves.
- As a result of the COVID 19 (coronavirus) pandemic, staff identified that many children had fallen behind in their communication and language skills. Staff have worked hard to help children catch up and, as a result, gaps in their learning are closing quickly. Staff held some virtual events such as cooking demonstrations and fitness sessions for parents and children.
- Staff speak clearly to children and pronounce words correctly. They question children, allowing them time to think and respond to gauge their understanding and to challenge and extend their thinking. Staff support children who speak English as an additional language well. They value children's home languages and endeavour to use familiar words in the different languages they speak. Staff have introduced a book lending scheme to help promote the importance of

reading stories to children.

- Staff working with toddlers support their learning well, overall. Toddlers are generally busy painting, exploring the outside area or singing songs. However, occasionally, staff miss key opportunities to extend children's learning during activities that children choose for themselves. Additionally, during some periods of transition between activities, the quality of staff interaction with children dips. Staff are distracted with routine activities, such as supervising handwashing and preparing tables for meals.
- Children behave well. They take turns with others and are well mannered. Staff are good role models and provide clear explanations to support children's understanding of positive behaviour. They support children in learning how to respect and value the differing needs of their friends. This helps children to gain skills that prepare them well for their future learning.
- Staff support children's health well and follow good hygiene routines. Children spend as much time as possible playing outside in the fresh air, which helps to support their physical well-being and good health. Children's experiences are broadened and their well-being is enhanced through outdoor forest learning. Here, children learn 'animal yoga' and how to work together safely.
- Staff are supported well by the manager, who provides them with regular supervision meetings to enhance and extend their practice. They frequently access online training courses to improve their knowledge and to support children in their learning. For example, staff have identified Makaton training to further enhance children's communication skills.
- Parents are delighted with the setting and express how much their children enjoy attending. They attribute their children's good progress, particularly in developing confidence, social skills and speech skills, to the staff.

## Safeguarding

The arrangements for safeguarding are effective.

The management of the nursery has effective recruitment processes and good procedures in place to help ensure that those working with children are suitable to do so. The manager and staff have a good awareness of their safeguarding responsibilities. All staff complete regular training in child protection. They have a good awareness of the indicators of abuse and know how to report concerns. The provider notified Ofsted of a recent safeguarding incident. The management team took swift and decisive action to help prevent any reoccurrence. Risk assessments for outdoors have been reviewed and improved, and are overseen by senior staff. This helps to keep children safe.

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

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

- guide staff working with toddlers to recognise and more consistently use opportunities to extend children's learning during activities that children have chosen to engage in
- support staff to maintain the quality of interaction with children, especially at times of transition between routine activities, to ensure that they continue to enjoy a high standard of play, teaching and learning.

## Setting details

<b>Unique reference number</b>	EY491629
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10208890
<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>	72
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Rosedene Nurseries Limited
<b>Registered person unique reference number</b>	RP901400
<b>Telephone number</b>	01642 611874
<b>Date of previous inspection</b>	19 August 2016

## Information about this early years setting

Rosedene Sunrise registered in 2015. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round, except for the period between Christmas and New Year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## Inspection activities

- This was the first routine inspection the setting 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 the evaluation of the setting.
- The inspector carried out a learning walk with the hub manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the hub manager.
- The inspector held a meeting with the nursery manager, hub manager and operational manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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