

Inspection of Sunrise Day Nursery

Southampton City College, St. Mary Street, Southampton, Hampshire SO14 1AR

Inspection date: 1 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the nursery. They leave their parents contentedly at the main door and quickly settle to play on arrival. Children enjoy a good variety of learning activities and experiences. These build on their skills and knowledge. For example, pre-school children have fun exploring with ice. They work together to melt this to release the hidden dinosaurs. Children enjoy listening to stories. Staff read these with enthusiasm, which helps to develop children's concentration skills. Overall, staff have high expectations for children, and teaching promotes children's learning and progress securely.

Children are confident. They demonstrate that staff are important to them. For instance, babies approach staff for cuddles and interaction. They have their needs sensitively responded to. Children in the toddler room learn to play well together and begin to form friendships. They learn the names of their friends as they sing a welcome song. Children mostly behave well. Staff model positive behaviours to them, such as using good manners. Children are beginning to understand about the differences and similarities between themselves and others. For example, they learn about their friends' home languages as they enjoy singing and listening to songs from around the world. Children with special educational needs and/or disabilities are supported well. Additional funding is used effectively to enhance children's learning experiences and development.

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

- Staff know the children well and what they need to learn next. They plan and provide activities to meet their key children's next steps in learning, to help them make progress. Overall, staff adapt activities to support children's interests and different learning styles well. For example, children have times in the day to play and explore with repetitive motion toys. However, sometimes, staff's teaching and their quality of interactions are not fully effective to extend children's learning further. For instance, overall, staff promote children's communication and language development well, including through repeating words and singing songs. However, there are times when staff do not extend on their interactions or on occasions provide consistent enough support to children.
- Overall, children behave well. They build meaningful friendships with each other and enjoy spending time together. At times, some pre-school children's behaviours are not recognised by staff to ensure daily routines and activities meet these children's needs more effectively. For example, some children were observed to be quite boisterous and lively and they found it difficult to settle to activities. Children receive a good amount of praise and encouragement from the staff. Staff provide clear and consistent expectations to children from a young age. They use appropriate behaviour management strategies, such as a

sand timer to help children fairly share resources.

- Children learn to follow a healthy lifestyle. They benefit from healthy and nutritious snacks and meals. Staff encourage children's independence at meal and snack times. This includes babies learning to feed themselves and older children pouring their own drinks. Staff are fully aware of children's individual dietary needs. They show a secure awareness of ensuring food is cut to appropriate sizes to help minimise risks of choking in children.
- Partnerships with parents and other professionals involved with children are strong. Staff ensure they obtain a good amount of information when children first start. When professionals are involved, staff share relevant information and take on board advice and guidance. This helps to promote continuity in meeting children's needs. Parents comment positively about the nursery and how their children are progressing. Staff communicate effectively with parents in a variety of ways. For example, they have daily discussions and arrange meetings with parents to talk and share information about their children.
- Staff comment that they feel valued and supported in their role. Although staff have supervision and appraisals, these are not always effective in identifying and targeting some aspects of their knowledge and skills.
- The leadership team has a clear vision for the future of the nursery. Staff comment that the leaders are accessible and on hand to offer support as needed. Staff benefit from regular training opportunities, such as food hygiene, safeguarding and paediatric first aid.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge and understanding of the signs and indicators of abuse and neglect. They are confident in the referral procedure to follow should they have concerns about a child or a colleague's practice or conduct. Leaders provide staff with regular safeguarding training, which includes wider safeguarding matters. Staff benefit from monthly meetings where they can discuss and recap on their knowledge. Robust recruitment arrangements help to ensure staff are suitable to work with children. Staff maintain a suitable environment for children. For example, they complete daily safety checks to help minimise potential hazards.

What does the setting need to do to improve?

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

- monitor staff practice more closely to provide more precise support and guidance that focuses on raising the quality of the curriculum and teaching further
- ensure staff take account of children's behaviours and offer appropriate routines and activities, to better support their individual needs.

Setting details

Unique reference number	EY313729
Local authority	Southampton
Inspection number	10217538
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	81
Number of children on roll	99
Name of registered person	Little Shipmates Group Limited
Registered person unique reference number	RP903282
Telephone number	02380 829393
Date of previous inspection	30 January 2017

Information about this early years setting

Sunrise Day Nursery opened in 2005. It is one of six nurseries owned by the provider and is located on the site of Southampton City College. The nursery serves the local area as well as providing places for the children of students attending the college. It opens each weekday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The provider employs 21 members of staff, 18 of whom hold appropriate qualifications at level 3 or above.

Information about this inspection

Inspectors

Tracy Bartholomew
Sheena Bankier

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the nursery curriculum during a learning walk with the inspectors.
- The manager and one of the inspectors completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspectors about what they enjoy doing while at the nursery.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Parental views were collected through face-to-face discussions, telephone calls and available letters and cards.

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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