

# Inspection of Sunrise Preschool

55 Coniston Road, London N17 0EX

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Inspection date: 29 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy, secure and settled. Staff know children well and support them to become increasingly independent. For example, children wash their hands before eating and select their fruit at snack time. Children have warm relationships with staff, who support their learning well overall. Staff acknowledge the impact of local restrictions during the COVID-19 pandemic, particularly for children experiencing fewer opportunities to socialise. Staff support children as they develop their social skills and grow in confidence. For example, during the settling-in period, children are offered a choice of being part of a large or small group for songs and stories.

Children behave well and are encouraged to contribute and take turns. Children who speak English as an additional language receive opportunities to hear, see and say words that enable them to be fully included. Staff use children's home languages alongside speaking English to help deepen children's understanding and extend their English vocabulary.

Children identify risks and play safely. For example, they carefully adjust planks of wood to make a safe bridge to walk across and safely chop fruit at the table for a healthy snack. Children are inquisitive to learn. Staff capture children's interests when deciding which activities best meet their learning needs. For example, children are spellbound as mechanical objects are revealed at 'bucket time'. Very young children are learning to focus and listen for longer periods of time. Activities are thoughtfully considered and are of interest to the children.

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

- Overall, staff have high expectations about what children can achieve. They have a clear understanding about the curriculum and what they want children to learn. Children are exposed to interesting conversations and discussions throughout the day. They enjoy lively song times, including sessions with guitars and percussion instruments. Children are involved and communicate with staff and one another.
- The manager reviews the setting and implements improvements. Checks on children's progress help to identify weaker areas so that children do not fall behind in their learning. Communication between staff is very good. They work well as a team and ensure they meet the children's needs. Staff provide strong role models for children. They are polite, caring and enthusiastic. Staff are very knowledgeable about each of the children attending.
- Parents are very pleased with the setting. They feel supported and well informed, not only about their child but also about what resources are available to them. For example, they find out how to access additional funding and

external health services. Parents feel confident to talk to any of the staff about their child and enjoy close and supportive relationships with their child's key person.

- Children begin to understand sequence and what comes next. They know the actions to songs and rhymes. Children understand simple instructions. Staff use sign language and visual markers to support children's understanding.
- Children choose from a wide range of books. Staff are quick to encourage children's interest in books and language. Older children pretend to read from the book and point out objects of interest. However, on occasion, not enough time is given to allow children time to process what is being said to them to enable them to respond fully.
- Children enjoy opportunities to count and solve simple problems. For example, they enthusiastically gather outside in the creative outdoor space and play 'what's the time Mr Wolf?'. They carefully count their steps as they gradually get closer. They count the cups of water needed to water the plants in the containers and consider how many large wooden blocks they can jump from.
- Children develop good independence in managing their personal care. Staff help children to develop the key skills and attitudes they need to be ready for school. For example, they encourage children to complete tasks independently, including putting on their coat and shoes, pouring drinks and serving themselves at mealtimes.
- The special educational needs coordinator helps staff to make plans to adapt the curriculum to meet the children's learning needs while further assessments are undertaken. They regularly share their assessments of children and seek parents' views about their children's development and achievements at home.

## Safeguarding

The arrangements for safeguarding are effective.

All staff and the manager have a secure understanding of safeguarding. This includes broader issues, such as children's exposure to extreme views and practices. Staff complete safeguarding training and know what to do if they have concerns about a child's welfare. Staff ensure that risk assessments are effective and the setting is safe indoors and outdoors. Safe recruitment and vetting procedures ensure that staff are suitable to complete their roles and responsibilities.

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

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

- enhance opportunities for children to think and respond to the questions they are asked.

## Setting details

<b>Unique reference number</b>	2640691
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10232612
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	The Sunrise Education Trust
<b>Registered person unique reference number</b>	RP523641
<b>Telephone number</b>	02088853354
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sunrise Preschool registered in May 2021 and is located in London. The setting employs three childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm, with the option to attend part-time sessions, if required. The setting provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Julia Crowley

## 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on the 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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