

Inspection of Sunrise Northwich Nursery

Victoria Road Primary School, Victoria Road, NORTHWICH, Cheshire CW9 5RE

Inspection date: 4 April 2022

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

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure. They excitedly call out to greet staff and respond extremely positively to the welcome they receive. Children benefit from more support with their social interactions since the onset of the COVID-19 pandemic. Their emotional well-being is supported well. For example, children reflect on their feelings as they do yoga poses. Staff encourage children to speak positively about themselves and their achievements. Children are confident and learn to manage their feelings. They understand the expected behaviours and learn how to be a good friend. For example, they readily offer a keyboard to their friends who would like a turn. Unprompted, they sweep up oats from a messy activity. Children are considerate and behave well.

Children display highly positive attitudes to learning. They are enthusiastic to participate in the wide variety of activities provided and are engaged in their play. Staff have high expectations for all children. Children discuss ideas and work together. They make a variety of cakes from dough and 'sell' them to visitors, attempting to write out price tags and carefully counting out their pounds and dollars. Children learn to use numbers and make marks with purpose through their play.

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

- Staff know the children well and carefully build on their interests. They adapt their teaching to follow children's train of thought. However, at times, teaching is not focused to promote consistently high levels of challenge to older children. For example, older children are not shown how to write the numbers they discuss for their price tags.
- Children develop their literacy skills. For example, they practise making marks as they pretend to write shopping lists. Children listen attentively to their friends as they make up spooky stories around the pretend campfire in the outdoor den. Children develop their imagination and share their thoughts and ideas.
- Children's communication and language skills were identified by management as a key area needing further support. Staff do extra screening to accurately identify children's starting points. They use a variety of methods, including sign language and visual aids such as everyday objects, to support children's understanding and develop their vocabulary. As a result, identified gaps in learning close quickly, including for children in receipt of funded early education and those who speak English as an additional language.
- Staff use information from other professionals to tailor their support for individual children. Additional funding is used thoughtfully to provide children with individual staff support or to buy resources, such as walkie-talkies to support children's developing speech. All children, including those with special

educational needs and/or disabilities, are making good progress.

- Children enjoy frequent fresh air and outdoor play. For example, they swing in hammocks, lower buckets on pulley systems and walk carefully along an obstacle course. This helps children to develop their coordination and learn to control their bodies.
- Older children make independent choices in their play and learn to manage their self-care. Younger children start to manage tasks for themselves, such as using spoons to serve their fruit. However, at times, staff step in too quickly and complete tasks for them. As a result, younger children do not always develop the independence skills needed in preparation for their transition to the next room.
- Children's safety and well-being are promoted. Children enjoy stories that teach them how to use online technology responsibly. As they pretend to go shopping, children ensure that they put the doll in a car seat and clip in their seat belts. Older children learn how to keep themselves safe.
- Staff receive effective coaching and support for their professional development. They comment that they feel valued and supported by management. Managers have reduced unnecessary paperwork to help reduce staff's workload. Staff report that this enables them to focus on their interactions with children.
- Partnerships with parents are highly effective. Parents speak highly of the staff and comment on the helpful advice they are given to support their children at home. Children take home books to share with their parents and bags of resources to extend their learning at home. Parents praise the nursery for ensuring their children are ready for their move to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to ensure their safeguarding knowledge remains current. They confidently explain how to identify, record and report concerns about children's welfare. Staff have a suitable knowledge of how to report any concerns about management or their colleague's conduct. Managers follow robust procedures to ensure new staff are suitable to work with children. Staff supervise children closely and ensure that they play in a safe environment. For example, they ensure that any spillages are dealt with quickly. Children's safety is assured.

What does the setting need to do to improve?

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

- provide suitably high levels of challenge consistently to older children as they play, to support their learning even further
- support staff to encourage younger children to do more for themselves and develop their independence.

Setting details

Unique reference number	2517467
Local authority	Cheshire West and Chester
Inspection number	10194512
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	72
Number of children on roll	80
Name of registered person	Over Hall Community Enterprises Limited
Registered person unique reference number	RP525501
Telephone number	0160640811
Date of previous inspection	Not applicable

Information about this early years setting

Sunrise Northwich Nursery registered in 2019 and is situated in Northwich. The setting employs 23 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, 13 hold a qualification at level 3 and six hold a qualification at level 2. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Becky Williams

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of the areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of group activities.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their written and verbal views on the setting with the inspector.

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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