

Inspection of Sunrise Day Nursery

20a Lancefield Street, Queens Park, LONDON W10 4PB

Inspection date: 31 May 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 are happy and settled at this welcoming nursery. They develop close bonds with staff, which helps them to feel safe and secure. For instance, babies are confident to play independently and readily turn to staff for cuddles when they need reassurance. Children behave well. They learn to share, take turns and play harmoniously together. Older children are polite and speak confidently to visitors. Children respond positively to staff's high expectations. They follow the daily routines well and understand shared expectations, such as tidying up after they play. Older children are keen to be helpful and competently carry out tasks, such as setting the tables for mealtimes. Children enjoy the encouragement and positive praise from staff. This supports their self-esteem and helps them to be confident learners. Children are well prepared for the next stage in their learning and for later life. They learn how to keep themselves healthy, such as through good hygiene routines and eating well. Children develop a range of practical skills, such as how to weigh, measure and combine ingredients when cooking. They recall what they have learned and practise new skills. For example, pre-school age children remember that they have a first name and a surname. They recognise some of the letters and sounds, and are proud to write their own names on their drawings.

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

- Managers and staff plan and deliver a broad curriculum, which helps children to progress in all areas of learning. However, occasionally, the support for children's communication and language development is less strong. For instance, staff working with younger children sometimes use limited vocabulary during activities and say incorrect forms of words, such as 'horsey'. Therefore, children do not hear as many new words as possible.
- Staff understand how to sequence children's learning, to help them consistently develop their skills and knowledge. For instance, staff introduce numbers to babies during counting rhymes. They help children to progressively strengthen their understanding, such as by counting during cooking and construction activities. Older children demonstrate that they have developed a secure understanding of numbers. For example, they confidently count beyond 10 and solve simple sums by adding numbers together.
- Children enjoy looking at books independently and are keen to listen to stories read by adults. Staff successfully use this interest to support other areas of children's learning. For example, they provide opportunities for children to explore their ideas through role play and art activities. This helps to promote children's creativity.
- Children show very positive attitudes towards their learning. For instance, older children set themselves the challenge of building a tower which is taller than

themselves. They persevere when this proves difficult and work cooperatively. Children are resilient; they laugh and say 'let's do it again' when their constructions fall. They keep trying and are confident to ask adults for help when needed.

- Managers and staff are committed to promoting children's physical and emotional well-being, such as through providing healthy meals, yoga sessions and daily outdoor play. Older children enjoy weekly forest school activities. These provide physical challenges for children and teach them to feel confident and keep safe in natural environments.
- Children are kind and respectful towards others. They show an interest and enjoyment in other cultures and ways of life. For instance, children enjoy learning a French song and ask staff to translate the words into English, so that they understand the meaning.
- Managers say that they are well supported by the provider and senior staff from the company. Together, they reflect on practice and evaluate the nursery, to improve children's experiences. Managers have a clear plan for developments across the nursery. This includes regular supervision and training, to support staff's professional development.
- The partnerships with parents are good. Parents speak very positively about the nursery and staff. They say that their children are happy to attend and have developed confidence and social skills since joining. Parents receive daily feedback on children's care routines. However, key persons do not consistently share detailed information on children's learning, to help parents support their progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff promote children's safety effectively at the nursery. Staff understand how to identify signs of abuse and risks to children's welfare, such as the impact of neglect or domestic violence. They are vigilant and understand how to raise concerns. The manager knows how to take swift action to protect children or deal with allegations against staff. The manager and provider carry out checks to help ensure that all staff are suitable to work with children. They and staff assess potential risks in the environment, to help 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:

- support staff to ensure that they have the skills and confidence to promote children's language skills consistently well
- develop further the ways to share information about children's progress with parents, to support greater continuity between home and nursery.

Setting details

Unique reference number	2579595
Local authority	Westminster
Inspection number	10242992
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	62
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	0208 968 2921
Date of previous inspection	Not applicable

Information about this early years setting

Sunrise Day Nursery registered in 2020. It is situated in the London Borough of Westminster. The nursery opens from 8am to 6pm, Monday to Friday, throughout most of the year. The provider employs 17 staff to work with children. Of these, 12 hold childcare qualifications. The deputy manager is qualified at level 7 and other staff at levels 4, 3 or 2. The provider offers funded early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the setting 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 deputy manager showed the inspector around the nursery premises. She explained how staff organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of the education. This included a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The inspector met with leaders to discuss issues such as the recruitment, training and support for staff. She reviewed a sample of documents, such as paediatric first-aid certificates and suitability checks on staff.

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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