

# Inspection of Sunrise Day Nursery

Sunrise Day Nursery, 87 Chester Road, Sutton Coldfield, West Midlands B73 5BA

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Inspection date: 20 June 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Since the COVID-19 pandemic, children have adjusted to being dropped off by their parents at the door. They enter the nursery happily with staff, showing that they feel safe and secure. They confidently approach and speak to new people, including visitors.

Children are keen to take part in some of the activities that staff provide for them. For example, babies explore making marks in yoghurt using different fruits, such as apples and pears. Two- and three-year-old children use their hands to splash in water and pretend to clean dolls. Three- and four-year-old children create their own artwork using paint brushes and a variety of different-coloured paints. However, staff's teaching skills are variable, and they do not always know what they intend for children to learn. Staff working with older children sometimes interrupt children during their learning and move them on to another activity before they have finished. Consequently, children are not always supported to make the progress in their learning that they are capable of.

The organisation of the routine and some activities does not always meet children's needs. For example, as children arrive in the morning, those aged two years or older are taken to the garden area together. During this time, children generally spend a long time running around without focus as they wait for other staff to arrive. Staff do not respond when some areas or more popular activity stations become very crowded. At times, this contributes to children becoming frustrated and they struggle to communicate this, which impacts on their behaviour.

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

- Since the last inspection, the nursery has experienced a change in management. There has also been a recent staff turnover. Although the management team is aware of the weaknesses in teaching and practice, and has a vision for what they want to achieve, this is not yet fully embedded. Therefore, it is too soon for changes being made to have a positive impact on children's care and education.
- Due to the recent staff turnover, the key-person system is not effective. On some occasions, there have been children who have not had a named key person for short periods of time, including to support them when transitioning between rooms. Although children now have a named key person, some staff do not know children well enough. They are unclear about any special educational needs and/or disabilities children may have, and do not know enough about children's interests or stages of development. This means that not all children receive care and learning that is tailored to meet their individual needs.
- Children's behaviour is inconsistent. Some children behave well. However, others sometimes struggle to share resources or play cooperatively with their friends.

Some children make loud sounds at each other when they want something that another child has. Although staff intervene, they do not offer children support and guidance so that they learn how to communicate their feelings and wishes.

- Managers have devised a curriculum and can explain what they want children to learn. However, this is not monitored closely enough. Staff do not plan and provide children with appropriate experiences for them to develop the knowledge and skills that managers expect them to learn. Although children do gain some skills during their time at nursery, this impacts on how well prepared children are for the next stage in their learning.
- Parents speak positively about the nursery. They acknowledge a recent period of change but say that their children remain happy to attend. Managers and staff share information with parents by providing newsletters and updates through an online app.
- Children develop some healthy habits. They enjoy accessing the nursery garden for fresh air and exercise. Children learn when to wash their hands before mealtimes and they enjoy varied lunches, such as jerk chicken with rice and peas. Older children develop some self-help skills as they take part in serving their own food when they want some more.
- Although staff receive some supervision and training opportunities, managers do not effectively monitor staff's teaching and practice to identify and tackle weaknesses. Some staff do not fully understand all aspects of their role and responsibilities. They spend increased periods of time focussing on housekeeping tasks, which impacts on the education that children receive. That said, staff comment that they feel well supported by the new management team. The provider demonstrates a commitment to improving the quality of education that children receive and has appointed an 'educational improvement adviser' to support this.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular safeguarding training to keep their knowledge up to date. They have a thorough understanding of the different types of abuse that children could be at risk of. Staff recognise signs that could indicate a concern about a child and know the procedures to follow to report this to managers or other agencies. They understand what to do if they have concerns about the conduct or behaviours of other staff members. Managers follow a robust recruitment process to assess the suitability of staff before they begin working with children. They maintain required information and records, including details of the vetting checks completed for staff.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure that the arrangements for the supervision and monitoring of staff's teaching and practice are effective in order to improve their personal effectiveness and raise the quality of teaching consistently to at least a good level	29/07/2022
ensure that the key-person system is effective so that every child receives tailored care and learning that meets their individual needs	29/07/2022
implement an ambitious and well-sequenced curriculum, that staff understand, to give children a breadth of experiences and prepare them for the next stage in their learning.	29/07/2022

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

- build on staff's awareness of how support children to understand and communicate their feelings so that they learn to regulate their own behaviour
- strengthen the use of planning so that activities consistently challenge children and motivate them to learn
- review the organisation of activities and routines so that they consistently meet the needs of all children.

## Setting details

<b>Unique reference number</b>	EY295495
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10238814
<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>	1 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Sunrise Day Nursery Limited
<b>Registered person unique reference number</b>	RP907609
<b>Telephone number</b>	0121 3543311
<b>Date of previous inspection</b>	15 November 2016

## Information about this early years setting

Sunrise Day Nursery registered in 2014 and is located Sutton Coldfield, Birmingham. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. There are 17 members of childcare staff employed. Of these, one holds qualified teacher status, two hold qualifications at level 6, one holds a qualification at level 5 and five hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Bennett

## 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 management team and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- Parents and children spoke to the inspector and gave their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector held a meeting with the management team and looked at relevant documentation and evidence of staff suitability.

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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