

# Inspection of Sunrise @Over

Ludlow Close, Winsford, Cheshire CW7 1LX

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Inspection date: 7 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children radiate happiness at this bright and engaging setting. Staff are nurturing and supportive, and children quickly build warm and trusting relationships with them. Staff support children to build upon what they already know and can do and have high expectations for their progress. For example, children confidently recall aspects of previous learning, such as remembering how to use scissors correctly when cutting out shapes. Children display positive attitudes to learning and behave well.

Leaders provide children with opportunities to experience awe and wonder every day. For example, the setting has a giant African land snail as a pet. This leads to much discussion on habitats, hibernation and the characteristics of different animals. Staff are skilled at extending conversation and building vocabulary. These quality interactions help children to develop their imagination and extend their thinking.

Children enjoy exploring in the local area and eagerly await their visits to the assisted living home. They paint pictures for the residents, sing familiar songs and dance together. This intergenerational learning helps children to develop confidence and a growing understanding of the world around them. Staff excel at teaching children to learn to recognise and celebrate each other's differences in an age-appropriate way.

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

- The manager is passionate and reflective and is committed to providing a high standard of care and education for all children, including those with special educational needs and/or disabilities. A strong emphasis is placed on targeted training. This has a positive impact on children's learning and development. Staff comment on how well supported they are in their roles.
- Children access a broad curriculum that ensures they embed skills across all areas of learning. Staff are enthusiastic and encourage children to make choices and decisions about their play. However, occasionally, staff do not give children sufficient time to think and respond to the questions they ask. Additionally, some staff do not always differentiate activities to ensure they are suitably engaging and challenging for the individual children.
- Staff follow children's interests and plan stimulating activities that ignite children's love of numbers. For example, children count the stars on their rockets and confidently match these to the correct numerals. Staff extend this activity by asking questions, such as 'how many more stars make ten?' and 'what happens if we take three away?' This teaches children useful problem-solving skills and ensures knowledge is secure before progressing to the next

concept.

- Staff support children to learn about healthy lifestyles. They take every opportunity to discuss what foods and drinks help them to be healthy and which are just for treats. The setting is enhanced with toothbrushes and books about visiting the dentist. Children demonstrate their knowledge about brushing their teeth 'in circles to scrub off the dirt'. Leaders work tirelessly to embed healthy eating habits and good oral health consistently throughout the setting.
- Parents are offered a thorough settling-in process and are invited to regular stay-and-play sessions. This helps to ensure that both the children's and family's needs are well considered. Parents speak highly about the 'friendly and supportive' team and comment on the progress their children have made.
- Dedicated staff work hard to ensure that children are developing their independence, self-care and the skills they need for the next stage in their learning. Partnerships with the local primary school are excellent, and children are well supported, through regular visits and discussions, for their move on to school.
- Partnership working is a strength of the setting, and the well-established links with external professionals helps to ensure all children receive the relevant support and intervention to help them make good progress. Leaders act with integrity in using the funding the setting receives and go beyond this to provide personalised support to those children who need it the most.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a thorough understanding of how to keep children safe and protected from harm. All staff have completed safeguarding training and fully understand their responsibilities. They understand the steps to take should they become concerned about a child's welfare or the conduct of a colleague. Staff teach children about potential hazards, such as when crossing roads while out in the community. This allows the children to begin to manage their own risks and learn to keep themselves safe. The leadership team ensures the ongoing suitability of all staff, including those not working directly with children. Risk assessments are thorough, and the nursery is clean, well-organised and secure.

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

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

- encourage staff to give children adequate thinking time when asking questions to further support their critical-thinking skills
- enhance and differentiate activities to ensure all of the children are suitably engaged and challenged.

## Setting details

<b>Unique reference number</b>	EY306165
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10233671
<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>	0 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Over Hall Community Enterprises Limited
<b>Registered person unique reference number</b>	RP525501
<b>Telephone number</b>	01606 869 888
<b>Date of previous inspection</b>	21 February 2017

## Information about this early years setting

Sunrise @Over registered in 2005. The nursery is one of three settings managed by a community enterprise and operates within the grounds of Over Hall Community School, in Winsford, Cheshire. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, two hold level 6 qualifications, one holds a level 5 qualification, eight hold qualifications at level 3, two hold a level 2 qualification and three members of staff are unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne McDowell

## 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 and the inspector completed a learning walk together across all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning and development.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager and discussed the impact of teaching on children's learning.
- Parents shared their written and verbal views on the setting with the inspector.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.

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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