

Inspection of Sunrise Day Nursery

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

Inspection date: 13 March 2023

Overall effectiveness

Requires improvement

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children demonstrate that they feel safe and secure. There is a generally happy and relaxed atmosphere, with plenty of smiles from both children and staff. Children arrive happy and eager to start their day. They make independent choices from a range of planned activities and accessible resources. Babies move from crawling to standing and from stretching to grasping objects. Staff plan the room space to encourage babies to cruise around, go up and down soft ramps and pull themselves to standing. Staff encourage babies with lots of smiles and clapping their hands. Toddlers explore their area with curiosity and eagerly engage in sensory and painting activities using a range of tools and their hands. For instance, they enthusiastically clean their toy cars with water and cloths. Staff make good use of praise to encourage younger children to join painting activities and discuss how to rub and scrub their cars to make them clean.

Children develop independence through daily routines and activities. For instance, they wash their hands and feed themselves at mealtimes. Older children collect their cutlery and meals and carefully return to their table. Children are encouraged and supported to put on their own coats and attempt their zips. Most of the time, children's behaviour is good. However, some staff do not consistently reinforce and praise good behaviour of older children or explain to them why their behaviour is inappropriate. This does not support children to develop skills that they need for the next stage of their learning, especially school.

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

- The experienced area manager now works at the nursery during this time of ongoing staff changes. She has clear plans for a well-sequenced and ambitious curriculum with clear learning outcomes for children. However, due to recent staff changes, leaders and staff have yet to fully embed children's next steps and plan how to support children to achieve these.
- Children who speak English as an additional language make good progress from their starting points. Staff learn words in home languages, which helps children to make connections and improves their understanding of spoken English. Parents of children who are beginning to speak English as an additional language report how much their children's spoken English has developed since joining the nursery.
- Children play in a secure indoor environment. However, the use of risk assessments is not fully effective. Staff do not promptly identify and remove all risks in the outdoor environment before children go outside. That said, staff deploy themselves effectively to ensure that children are well supervised.
- Children are learning about the world and their local community. They go on trips to local shops and places of interest, such as garden centres. Children learn

about a variety of festivals, which helps them to develop an understanding of the lives of their friends and life in modern Britain.

- Children are developing a good understanding of mathematics and numbers. Younger children sing number songs and rhymes. Older children learn about shapes, size and capacity as they play in the water. Staff working with older children have a good knowledge of how to bring the teaching of mathematics into everyday routines.
- Children show an interest in stories and books. They know a range of familiar stories and talk about what happens in their favourite books. However, group time for older children does not always sustain everyone's interest. For example, during story time, some children lose interest and access toys nearby. This means that not all children are fully engaged, and those who are engaged become distracted.
- Partnerships with parents are effective. The new management team has kept them informed around staff changes. There are plans to extend information sharing by having open events and stay and play sessions. Parents report that their children enjoy coming to nursery and that they can see the good progress children have made. However, partnerships with the local schools are not yet established. As a result, children's transitions to school are not yet fully effective.
- The leadership and management team understands that changes to the setting can impact on staff moral. Effective systems have been implemented to support staff well-being. The team ensures that it allocates time to talk with staff, and has adopted an open-door policy. Staff report their appreciation for this approach and how it supports their mental health effectively.
- The new special educational needs coordinator has plans to work closely with staff and outside agencies, to ensure that all children with special educational needs and/or disabilities continue to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The leadership and management team uses robust recruitment procedures to ensure staff are suitable to work with children. New staff receive an induction to help them understand their role and responsibilities. Staff have completed safeguarding training and increased their knowledge of all aspects of safeguarding to help keep children free from harm. They have a secure understanding of the safeguarding policies and procedures. Staff know the potential signs and symptoms that may indicate a child is at risk of harm and how to report these. They understand the whistle-blowing policy and how to report concerns about the conduct of a colleague.

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:

	Due date
ensure staff are clear about what children already know and can do, and use this information to plan effectively so that children benefit from appropriate experiences that best support their next steps in learning	17/04/2023
improve staff's skills in carrying out risk assessments in the outdoor area, to ensure that hazards are identified as swiftly as possible.	17/04/2023

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

- support staff to plan and implement consistent behaviour management strategies to promote children's positive behaviour and self-regulation
- improve the organisation of larger group times for older children to ensure all children remain engaged and develop their listening and attention skills
- develop partnerships with schools children move on to, and help children build the knowledge and skills they need for future learning.

Setting details

Unique reference number	EY295495
Local authority	Birmingham
Inspection number	10247433
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	62
Number of children on roll	38
Name of registered person	Sunrise Day Nursery Limited
Registered person unique reference number	RP907609
Telephone number	0121 3543311
Date of previous inspection	20 June 2022

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 11 members of childcare staff employed. Of these, one holds a level 7 qualification, two hold qualified teacher status, two hold qualifications at level 6, four hold qualifications at level 3 and two hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The area manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children 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 children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023