

Inspection of Sunrise Nursery School Limited

Kingsdown School, Hyde Road, SWINDON SN2 7SH

Inspection date: 23 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this nurturing and caring environment. They enter excited and enthusiastic to learn. Staff focus on building strong relationships with the children and families in their care. This helps all children to feel settled and secure in their surroundings.

Staff provide the children with a range of stimulating activities intended to support children's imagination and language skills. Two-year olds explore a range of different items, such as jar lids, cardboard tubes and plastic bottles. They use their imagination as they pretend the tubes are 'binoculars' or the lids are 'glasses'. Babies giggle as they splash in the water tray. Staff narrate their play and sing songs like 'Three Little Ducks', which helps to develop children's early communication and language skills. Older children explore a wide range of creative materials. They use their critical-thinking skills to determine how to make their ideas come to life. The children proudly share their creations with staff and peers. Staff praise their efforts, creating a sense of achievement and a positive attitude to learning.

Children play well alongside each other. They listen to each other's thoughts and ideas. For example, the children work as a team to build a long assault course. They lift planks of wood and place them on the ground. The children discuss where the next piece of wood should go, navigating them through and around play equipment. They balance on the beams and say, 'look at me', while holding each other's hands. This enables children to develop their social skills and form friendships with peers.

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

- The manager and her team have created a curriculum that is tailored to meet the needs of the children in their care. They focus on supporting children to become independent, confident and social beings. Staff plan activities based on children's current interests and their next stages of learning. They skilfully interact with the children to extend their knowledge past what they already know. Therefore, children make clear progress across all seven areas of learning.
- Staff develop children's early mathematical skills. They demonstrate counting to babies and use mathematical language such as big and small. Two-year olds can recognise numbers and shapes by name. They use words such as more, lots and heavy. However, staff do not consistently extend older children's mathematical knowledge further to include concepts such as halves and quarters.
- Parents state that staff 'go above and beyond' for the children in their care. Staff provide detailed feedback on children's progress, their next stages of learning

and how parents can further support children at home. Parents praise the dedicated manager and her team for their continued support and guidance. Their children come home happy and excited to tell them about their day.

- Children with special educational needs and/or disabilities (SEND) make good progress in their learning. The manager and staff make effective use of additional funding to provide appropriate support and resources for individual children. Staff work closely with other professionals and parents to create strategies to help children access the curriculum and make progress in their learning.
- Staff praise the dedicated manager for her continued support and feedback. They enjoy working as a team, resulting in a high level of staff retention. Staff receive regular supervision meetings to discuss their practice and professional development. The manager and her team continuously reflect on the care they provide and have created a clear plan to continue developing the nursery.
- All children participate in physical play. Staff encourage the children to listen and follow simple instructions. They try to wake up their bodies as they stretch 'high to the sky' and 'low down to the toes'. All children dance and move their bodies to the music and nursery rhymes, such as 'Head, shoulders, knees and toes'. This supports their overall health and well-being.
- Staff support children to keep their bodies healthy. They teach them the importance of good hygiene practices and how to do things for themselves, such as going to the toilet, washing their hands and wiping their noses. Staff provide children with healthy meals and snacks. However, at times, staff miss opportunities to further children's understanding of healthy diets. For example, when children role play making a 'caramel sandwich and a lettuce sandwich', staff do not discuss with the children the impact of healthy and unhealthy food choices. As a result, children do not consistently gain an understanding of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a competent understanding of their responsibilities to safeguard the children in their care. They can identify the different signs and symptoms that might indicate that a child may be at risk of harm or neglect. Staff know the procedure for reporting concerns about a child or allegations against a staff member to the correct authorities. The manager conducts risk assessments to ensure children's safety within the nursery. She follows safer recruitment procedures to ensure all staff are suitable to work with children.

What does the setting need to do to improve?

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

- extend and reinforce children's understanding of mathematical concepts to develop their mathematical skills even more
- make use of opportunities during children's play to help them to understand how to make healthy choices.

Setting details

Unique reference number	EY380057
Local authority	Swindon
Inspection number	10276441
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	34
Number of children on roll	43
Name of registered person	Sunrise Nursery School Ltd
Registered person unique reference number	RP908349
Telephone number	01793 820858
Date of previous inspection	17 July 2017

Information about this early years setting

Sunrise Nursery School Limited registered in 2008. The nursery operates from 8am to 6pm, Monday to Friday, all year round, except for two weeks at Christmas. There are currently eight members of staff working directly with the children, seven of whom have an appropriate early years qualification between level 2 and level 6. The nursery provides funded early years education for children aged two-, three- and four-years old.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector and the manager completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector considered written testimonials from parents.
- Children spoke to and engaged with the inspector during the inspection.

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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