

Inspection of Sunrise Community Nurseries

Brockley Way, Brockley, London SE4 2LW

Inspection date:

10 May 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders and staff do not implement procedures sufficiently well to ensure children's safety and well-being. The emotional well-being of some children is not adequately considered, for example when their key persons are deployed into different rooms. Staff do not take account of the learning and developmental needs of some children well enough as they carry out activities. In addition, the quality of interactions between some staff and children is not good. Some children, including those who speak or hear a language other than English at home, have few opportunities to learn new words and develop their early communication skills. This hinders children from making the progress that they are capable of.

Children enjoy the time that they spend outdoors. Toddlers embrace physical challenges. They climb steps, wriggle through tunnels and navigate their way down steep slopes. Younger children pull and drag items around, alongside their friends. Babies feed themselves and become more confident to move around. They experience flexible sleep routines that mirror those from home. However, pre-school children have markedly more positive learning opportunities than their younger peers. They recognise the sounds that letters make and show their developing mathematical awareness. Some older children with special educational needs and/or disabilities receive targeted teaching that helps them to progress well from their starting points in learning.

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

- Although leaders seek feedback from staff, parents and other professionals, this does not help them to evaluate the service effectively. Leaders do not monitor the service well enough to identify when requirements are not being met. This has contributed to a significant drop in standards and a weak curriculum.
- Leaders do not take prompt action to ensure that staff can carry out their roles and responsibilities effectively, including those who are new to leadership roles. Some staff do not receive support to improve their interactions with children, which affects the quality of education. Some aspects of staff supervision have improved. For example, leaders promote staff's well-being and have taken steps to reduce staff workloads.
- Some more experienced and skilled practitioners understand how to implement well-sequenced learning opportunities. However, this is not consistent and teaching is too variable. Activities for some younger children lack purpose. Other activities do not extend learning for the most-able children. Staff do not closely consider the needs of less-confident children or those who experience a language other than English at home.
- Leaders do not consider the emotional needs of children as they redeploy staff. On the day of inspection, several staff were working in different rooms to ensure

ratios were maintained. Cover staff are sometimes unaware of what they should do next during busy periods. Some children do not benefit from the presence of their key persons to help them settle into new routines and engage them in learning.

- On occasion, the poor implementation of routines, such as the post-lunch preparation for toddler sleep time, has an impact on children's behaviour. Children get up after waiting some time to be soothed to sleep. Others begin to jump on beds. Some children do not get enough support from staff to understand the impact of their actions. Staff tell them 'no, thank you' rather than clearly explaining what is expected and how others may feel.
- Staff make effective use of some initial and ongoing information about children. Some children receive effective support to deal with family changes, such as new siblings. Although staff acknowledge cultural events throughout the year, some children have few opportunities to celebrate or share what makes them unique. This limits their ability to develop a full sense of belonging as they learn and play.
- Leaders have improved their communication with parents. They make use of technology to share information about children's learning and personal care. Parents value the opportunities to socialise in wider groups with their children. They appreciate the support for learning at home, for example through online activities.

Safeguarding

The arrangements for safeguarding are not effective.

Staff are unclear to who they should report concerns about children or colleagues in the absence of the manager. Staff complete written risk assessments, but these are not effective. Action is not taken to remove cleaning materials from children's reach, despite leaders being alerted by the inspector. Record keeping is inconsistent. Some incidents or injuries to children that are caused by their peers are not recorded. This means that information about accidents is not fully reviewed by leaders or shared with parents. Leaders fail to notify Ofsted and relevant agencies when concerns arise about staff suitability. In addition, the failure to notify significant changes means that suitability checks have not been completed for trustees, as required.

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
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strengthen staff supervision and support, so that staff can carry out their roles effectively	30/06/2023
make sure that Ofsted are notified of any event that is likely to affect the suitability of staff, within required timescales	30/06/2023
improve the deployment of staff, so that key persons are available to meet the emotional needs of children and help them to settle	30/06/2023
ensure that all accidents are recorded, including injuries caused by other children	16/06/2023
support staff to manage children's behaviour more effectively	30/06/2023
ensure that staff understand how to minimise hazards to children and implement effective risk assessment procedures	16/06/2023
improve knowledge and understanding of the significant changes to be notified to Ofsted and other relevant agencies	30/06/2023
improve the quality of education so that children experience an effective curriculum that meets their individual learning and developmental needs.	30/06/2023

Setting details

Unique reference number	EY472145
Local authority	Lewisham
Inspection number	10287539
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 8
Total number of places	94
Number of children on roll	120
Name of registered person	Sunrise Community Nurseries
Registered person unique reference number	RP533269
Telephone number	02076391802
Date of previous inspection	7 March 2019

Information about this early years setting

Sunrise Community Nurseries is situated in Brockley, in the London Borough of Lewisham. The nursery is open Monday to Friday, from 8am to 6pm, throughout the year. There are 28 staff who work directly with the children. Of these, 17 hold relevant childcare qualifications at levels 2 and 3. One staff member holds a qualification at level 5. The provider receives funding to offer free early years education to children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The deputy manager led the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- Parents and staff spoke with the inspector at appropriate times during the inspection, and their views were considered.
- The deputy manager and the nominated individual met with the inspector and spoke about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of children's activity with the deputy manager.
- 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.

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