

Inspection of Sunrise Community Nurseries

Brockley Way, Brockley, London SE4 2LW

Inspection date: 3 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Enthusiastic and encouraging staff place a high emphasis on supporting all children to join in and have a go. Children are confident and motivated learners. For example, older children skilfully balance on wooden balancing beams and negotiate a wobbly wooden bridge. Very young children show confidence as they ride wheeled toys and independently explore a challenging learning environment. Children benefit from many opportunities to practise their physical skills and abilities.

Nurturing staff develop positive and caring relationships with their key children. They enthusiastically greet children when they first arrive to help them to settle quickly. Staff demonstrate very good skills to help some children to settle. As a result, children leave parents swiftly. Older children join their friends with great enthusiasm. They find their favourite toys, such as small construction pieces. Very young children show that they feel safe and emotionally secure. For example, they smile, show excitement and hold out their arms for a cuddle when staff enter the baby room. All children consistently demonstrate that they feel safe and emotionally secure.

Staff are positive role models. They consistently help children to use good manners and behave well. Children listen to and follow instructions and remember the routines of the day, such as when they transition from indoors and outdoors, and during mealtimes. Children demonstrate very positive behaviour.

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

- Leaders create an ethos of reflective practice. They have taken steps to address actions raised during the previous inspection, for example to ensure that daily safety checks of the environment are effective. This helps staff to recognise and remove all hazards to children so that the environment is safe for children to play and learn. Leaders recognise some additional weaknesses during the inspection, such as to improve the already good communication with parents.
- The manager confidently explains the curriculum intent during a learning walk. For example, the curriculum is designed to ensure all children are well prepared for the next stages in their learning, when they transition between rooms within the nursery and when they move on to school. This also helps to support children's emotional well-being.
- Staff continue to embed planning of the curriculum across the nursery to help to meet the individual learning needs of all children. However, some staff do not always have a secure understanding of what they intend children to learn next. Nevertheless, on the whole, children make good progress across all areas of learning and development.

- Overall, partnership with parents is effective. Parents comment positively about the care and progress their children make from when they first start. For example, they say they notice their children's confidence and physical ability have developed, such as when climbing outdoor equipment.
- Parents welcome regular assessments of their children's progress. In particular, parents say they appreciate assessments staff share with teaching staff when children move on to school. This helps with a smooth transition and consistency in children's care, learning and well-being.
- Overall, staff have high expectations for children to ensure positive outcomes. For example, children with special educational needs and/or disabilities are supported well, and targeted interventions are swiftly identified. Children who start with less opportunities and experiences than their peers soon catch up and make good progress.
- Staff provide many opportunities to help to promote children's communication and language development. For example, all children develop a love of books. Young children successfully turn pages as staff read them a story and copy actions as they excitedly sing songs together. Staff model language, comment on children's play and introduce new words, such as 'shake' and 'rake', to help to extend children's vocabulary to a good level.
- Children flourish in an exciting learning environment. They keenly look for minibeasts under a log, outdoors. Older children are intrigued by the worms they find and scream with excitement. Younger children enthusiastically explore different textures. They are fascinated with patterns and changing colours as they mix and stir paint and cornflour together. Children are very enthusiastic learners.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of child protection and the procedure to follow if they have a concern about a child's welfare. For example, they know who to report their concerns to within the organisation and to external agencies. Staff regularly access safeguarding training to keep their safeguarding knowledge up to date. Further steps have been taken to ensure that children who have food allergies are not exposed to food that they are allergic to. These steps help to keep children safe and from harm. Staff are trained in paediatric first aid. This ensures that staff know what to do in an emergency.

What does the setting need to do to improve?

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

- support staff to develop the quality of teaching to a consistently high level, and to extend their understanding of what they intend children to learn during

planned activities

- develop the already good partnership with parents to an even higher level so that detailed information is consistently updated and shared between leaders and parents.

Setting details

Unique reference number	EY472145
Local authority	Lewisham
Inspection number	10304696
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	94
Number of children on roll	193
Name of registered person	Sunrise Community Nurseries
Registered person unique reference number	RP533269
Telephone number	02076391802
Date of previous inspection	10 May 2023

Information about this early years setting

Sunrise Community Nurseries registered in 2014 and is situated in Brockley, in the London Borough of Lewisham. The nursery is open Monday to Friday, from 8am until 6pm, throughout the year. There are 31 staff who work directly with the children. Of these, 19 hold relevant childcare qualifications at levels 2 and 3. One staff member holds a qualification at level 5 and one member of staff holds a qualification at level 4. The provider receives funding to offer free early years education to children aged two, three and four years.

Information about this inspection

Inspector

Jane Morgan

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual 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 spoke to several parents during the inspection and took account of their views.

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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