

# Inspection of Sunrise Nursery

Broomfield Primary School, School Lane, Chelmsford CM1 7DN

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Inspection date: 1 May 2024

**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 thoroughly enjoy spending time in this warm, welcoming and stimulating environment. They settle well and display high levels of engagement. Staff are friendly, caring and attentive. Children build strong and trusting relationships with the staff who know them well. This helps children to feel safe and secure. Children have positive attitudes to learning and confidently explore the environment with interest and curiosity. For example, outside, they excitedly tell visitors they have found a slug, explaining 'It's like a snail, but without a shell.' They splash in puddles and then fill them with mud to make 'pies'.

Children are extremely sociable and mature communicators. They are friendly to visitors and confidently introduce themselves and explain what they are doing. For example, they are keen to explain the rules of the card game they are playing and who is winning. Staff have high expectations for children's behaviour and they are good role models. Children learn to share and take turns. They are kind and polite and ask their friends if they can play with the resources after they have finished playing with them. Children enjoy using a range of craft materials to foster their creativity. Outside, children throw and catch balls, balance across tyres, and pedal themselves around in ride-on cars, helping to support their physical development.

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

- The provider, who is also the manager, is a strong leader. She works closely with her enthusiastic staff team to provide high-quality care and education for all children. The manager is very reflective and constantly strives to improve the outcomes for all the children. She liaises with staff to create development plans for improvements. For example, plans are in place to further enhance children's experiences in the outside area.
- The manager knows the strengths of her team and how she can support staff to continue to build on these. She encourages staff to undertake additional training to continually enhance their knowledge and skills. Staff report their well-being is considered well. They say they feel valued and enjoy their roles. This positive attitude helps to create a happy atmosphere at the nursery.
- Children with special educational needs and/or disabilities are supported extremely well. The special educational needs coordinator works closely with parents and external professionals to swiftly provide children with the additional help and support they need. Additional funding is used effectively to meet children's individual needs. As a result, all children make good progress in their development.
- The manager and staff support children's communication and language skills effectively. They encourage children to engage in back-and-forth conversations, showing genuine interest in what they have to say. Staff introduce new words

and sensitively repeat words back to children, so they hear the correct pronunciation. Children naturally engage in conversations to confidently share their thoughts and ideas with staff and each other.

- The staff team promote children's independence well. They teach children to manage self-help tasks for themselves. For example, children put on their coats and shoes, hang their coats on their named pegs, pour their own drinks and feed themselves at mealtimes. Children develop knowledge of good hygiene routines. For example, they know they must wash their hands before eating.
- Overall, the staff team plan well for children's learning and all children make good progress from their starting points. Children experience a broad curriculum, helping them to make progress in all areas of learning and develop the skills they need for starting school. However, on occasions, staff do not ensure they identify precise learning intentions for planned adult-led activities. As a result, learning at these times does not incisively focus on what it is children need to learn next to help them make the most progress.
- The staff team use assessment to identify where children are in their development and what they need to know and do next. Through an online system, staff provide parents with information about their children's experiences. However, staff do not consistently provide parents with information about their children's progress to help them to further support and extend children's learning at home.
- Parents and carers speak highly of the caring and friendly staff. They advise that staff get to know each child well and children are happy to spend time at the nursery. Parents and carers comment that staff consider the individual needs of children and provide good support for children and families

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- improve the planning of adult-led activities to focus more precisely on targeted learning intentions, to help children make the best possible progress
- strengthen processes for sharing information about children's learning and development with parents to help them support and extend their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY501508
<b>Local authority</b>	Essex
<b>Inspection number</b>	10335398
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Sunrise Nursery Limited
<b>Registered person unique reference number</b>	RP906009
<b>Telephone number</b>	01245 444909
<b>Date of previous inspection</b>	14 June 2018

## Information about this early years setting

Sunrise Nursery re-registered in 2016. The nursery employs six members of childcare staff and an administrator. Five members of childcare staff hold appropriate early years qualifications at level 3 or above, including the manager who holds a level 5 qualification. The nursery opens from Monday to Friday during school term time. Sessions are from 8.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marisa White

## 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 provision.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector during the inspection.
- 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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