

# Sunrise Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY286085
<b>Inspection date</b>	24 January 2008
<b>Inspector</b>	Justine Leong
<b>Setting Address</b>	Broomfield Primary School, School Lane, Broomfield, Chelmsford, Essex, CM1 7DN
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<b>Registered person</b>	Sunrise Nursery LLP
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Sunrise Nursery opened in September 2004 and operates from a classroom within Broomfield Primary School. A maximum of 25 children may attend the nursery at any one time. The nursery opens five days a week during school term time. Sessions are from 08:45 until 11:45 and 13:00 until 15:30, with the opportunity to stay for lunch. All children share access to a secure outside area.

There are currently 41 children on roll aged from three to five years. Of these, 41 receive funding for early education. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs five members of staff. Of these, four hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Stringent daily hygiene routines are followed by children at the setting, helping to ensure they remain healthy. They are encouraged to wash their hands after using the toilet and before eating and clear visual aids are in place to remind children of the correct procedure to follow. Their good health is further promoted as staff clean tables thoroughly before snack and lunch times. If children have infectious diseases, the risk of cross-infection is minimised as there is a comprehensive sickness policy in place and this is shared with parents and carers. Three members of staff have undertaken paediatric first aid training and there is an appropriately stocked first aid box available, ensuring children are well cared for in the event of a medical emergency.

Children are encouraged to acquire habits that promote a healthy lifestyle as they are offered nutritious foods at snack time, in line with the healthy eating policy. Children select their own snacks from a range of healthy foods such as fresh fruit, vegetables or breadsticks and are increasingly independent as staff allow them sufficient time to peel their fruit themselves, before offering assistance. Children are offered drinks of milk or water at snack time and have access to fresh drinking water at all other times to ensure they do not become dehydrated.

Children have daily access to a imaginatively designed outside area that provides ample space for them to move around. The garden is secure and includes a large grassed area with wooden climbing equipment and benches to rest on. Children are developing very good balance and climbing skills as they eagerly play on the climbing frame and pirate ship, or walk carefully along the balance beams. Smaller apparatus including bicycles, tricycles, hoops and cones encourage children to move with imagination and control, helping to develop coordination. Well planned outside activities offer children the opportunity to explore a variety of materials such as bubbles, water and sand as they play in the sand tray or the water tray provided.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean and warm environment where they have plenty of space to move around safely and independently under constant supervision. They have access to all necessary facilities to promote their overall development inside and outside. However, children are also able to access the kitchen area, potentially compromising their safety. Security is given very high priority; all external doors are secure and visitor's identification is checked thoroughly on their arrival. Children's arrival and departure times are closely monitored, helping to ensure they remain safe at the setting. Fire safety precautions are in place and the evacuation procedure is regularly practised with children to ensure everyone knows what to do in the event of an emergency.

Children play with good quality toys and equipment that are provided in line with the resources policy. Many resources are stored to allow independent access and are cleaned regularly to ensure they remain safe to play with. Staff regularly remind children of safety rules including not running indoors and sitting down whilst using tools such as scissors, helping them to develop a good understanding of how to keep themselves safe. Children's welfare is promoted as staff understand their role in child protection and are able to put appropriate procedures into place when required, according to the Local Safeguarding Children Board. There is a comprehensive

child protection policy to support good practice and two members of staff have undertaken child protection training.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children come into the nursery willingly and settle well, due to the welcoming atmosphere and supportive staff. They enjoy their time at the setting and are making good all round progress. Staff are attentive to the children's needs and follow their individual routines in during the nursery day. Children are encouraged to bring and care for their own items from home and to have them whenever they feel they need them. The nursery provides children with the opportunity to play, learn and develop at their own pace and by making their own choices about their day. Independence is encouraged through staff allowing children to select their own activities and work at their own pace.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals as staff have a thorough understanding of the Foundation Stage and how children learn and develop. All staff are involved in planning; they implement long, medium and short term plans which cover all aspects of learning equally. Planning is flexible to allow staff to follow children's interests and ensure they remain focused and motivated to learn.

Staff create an interesting and stimulating learning environment and use space and resources very effectively. For example, while some children interact and play imaginatively in the home corner, others create colourful pictures at the painting easel or investigate the bubbles and water provided in the outside area. A good balance of adult-led and child-initiated activities allows staff to support and challenge children on several activities whilst enabling children to work at their own pace on other activities.

An effective key worker system is in place to ensure staff have a good awareness of the needs of individual children and activities are adapted to support or challenge children according to their level of ability. Progress is regularly recorded in children's individual developmental records, although this is not used in planning to identify next steps in children's learning and ensure children reach their maximum potential.

Staff have a very good understanding of behaviour management and are consistently polite and respectful to each other and the children, acting as positive role models. They offer regular praise and encouragement and remind children gently of the rules if required. Consequently, children understand what is expected of them and their behaviour is good.

Children are developing effective communication skills as they play and interact with one another. Daily routines are used as a valuable opportunity for children to develop good speaking and listening skills as, for instance, they share items from home at registration time. Staff plan imaginative activities to ensure children remain focused and engaged during story time, for example, by using story sacks and character puppets. Children enthusiastically discuss what they think may be in the story sack and enjoy listening to the story. Children are beginning to use writing as a way of recording and communicating as they access the range of mark-making resources provided.

Children benefit from frequent opportunities to use maths skills in context as, for instance, staff use daily routines such as snack time to encourage children to count. Colourful number displays and resources around the setting help children develop an understanding of numbers for labels and for counting. Children are developing a good understanding of shape, space and measure as staff encourage them to consider shape and position, for example, when creating a pattern with beads. Children have frequent opportunities to use information and communication technology as they independently access the computer to play games and support their learning. They also have access to resources such as programmable toys, helping develop an understanding of everyday technology.

Children are beginning to ask questions about why things happen and how things work as staff provide stimulating activities to encourage an understanding of the world. They use all their senses to explore and investigate a variety of materials and objects. For instance, children plant sunflowers and runner beans and observe them as they grow in the garden. They have valuable opportunities to investigate a range of materials as they play with sand, water and bubbles and use appropriate language to discuss how they feel and look.

Development of creative skills is encouraged through the daily provision of craft activities. For example, children work closely with staff to create a colourful display based on a story they have recently read or create models from malleable materials such as clay. They are developing good dexterity and hand-eye coordination as they use small tools including paintbrushes and scissors. Children have ample opportunities to use their imagination as they play together in the role play area or join in with singing familiar songs. They benefit from regular sessions with a music teacher, allowing them the opportunity to explore musical instruments and develop a good understanding of sound.

### **Helping children make a positive contribution**

The provision is good.

Children are happy and increasingly confident, due to the nurturing atmosphere and supportive staff at the setting. They are developing good self-esteem as staff listen to them attentively and respond appropriately. Staff actively encourage children to develop respect for each other and have created a 'friendship tree' to identify and reward children who show an awareness of the needs of others. On arrival at the setting, each child finds their own name from the name board and self-registers to indicate that they are present. They each have their own named peg and are familiar with the daily routines, helping to foster a strong sense of belonging. This is further enhanced by the colourful displays of their own work around the room, demonstrating that their efforts are valued.

Children are cared for in an environment that actively promotes equality of opportunity and positively celebrates children's similarities and differences. They have valuable opportunities to learn about a wide range of cultures and beliefs as they celebrate festivals including Diwali, Christmas and Chinese New Year. Staff provide resources and activities that are representative of diversity, for instance, children enjoy learning how to use chopsticks to eat food such as noodles and rice. Effective systems are in place to support children with learning difficulties and/or disabilities and staff have undertaken training to ensure individual needs are met. The setting has developed close links with external agencies and works effectively alongside parents and carers to promote inclusion. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents and carers are kept well informed of the day their child has had and any significant events through daily discussions with staff. Each child has a reading record that is occasionally used to record important information if required and parents feel confident to approach staff to discuss any issues arising. Parents and carers receive good quality information about the educational programme through initial induction meetings, regular newsletters and displays of weekly plans. Children's individual progress is shared with parents and carers through informative parents' evenings, held every term.

### **Organisation**

The organisation is good.

The provider has implemented stringent recruitment and vetting procedures to ensure that children are cared for and protected by dedicated adults who have substantial knowledge and understanding of child development. Children are settled and secure as good ratios are consistently maintained and the majority of staff hold a relevant childcare qualification. The environment is very well organised to allow children to play and learn at their own pace and effective staff deployment contributes to their good health, safety, enjoyment and achievement and ability to play a productive part in the setting.

Children's care, learning and play is enhanced as all required documentation is in place to support good practice. Staff have a thorough understanding of the comprehensive policies and procedures and implement them effectively. Written parental permissions have been obtained to enable staff to care for children in line with their parents' wishes and all documentation is regularly reviewed and stored confidentially. Overall, children's needs are met.

The leadership and management is good. Children benefit as the manager and deputy are enthusiastic and forward thinking and work with staff to identify strengths and areas for improvement. Staff at the setting have created very good links with the primary school reception teacher, enabling children to have a smooth transition into school. New staff undertake a comprehensive induction which includes familiarisation with all policies and procedures to ensure they are aware of childcare practices at the setting. All staff are fully committed to providing an inclusive environment in which every child is valued.

### **Improvements since the last inspection**

At the last inspection it was recommended that staff understanding of supporting children with learning difficulties and/or disabilities be improved and that the outside premises be made secure.

Both these areas have now been addressed, helping to ensure that children remain safe at the setting and that children with learning difficulties and/or disabilities are appropriately supported.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the kitchen is made safe or inaccessible to children.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop systems to ensure assessment identifies next steps in children's learning to inform planning and provide sufficient challenge.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)