

# Sunrise Nursery

Inspection report for early years provision

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**Unique reference number** EY286085  
**Inspection date** 23/09/2008  
**Inspector** Robert Greatrex

**Setting address** Broomfield Primary School, School Lane, Broomfield,  
Chelmsford, Essex, CM1 7DN  
**Telephone number** 01245 444909  
**Email** sunrise.nursery@btinternet.com  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Sunrise Nursery shares a modern purpose-built one storey building with the Foundation Stage classes of Broomfield Primary School, Chelmsford. The nursery is registered for up to 26 children at any one time aged from two to under five years between the hours of 08.45 and 15.30. The vast majority of children come from the local area and go on to the local school. There is excellent access to the nursery which supports children with learning difficulties and/or additional needs and those for whom English is an additional language.

The nursery has seven staff of which six are suitably qualified, the other currently working towards qualification. The nursery is on the Early Years Register and both parts of the Childcare Register.

## Overall effectiveness of the early years provision

Sunrise Nursery is good and effective; it is well managed, as one parent described it, "It runs like clockwork." Staff are a very effective team with a common sense of purpose so children enjoy a good variety of carefully planned activities. The outstanding partnership with parents and outside agencies contributes to the good match between children and the tasks they are given. Thorough self-evaluation means the nursery knows itself well, and what it needs to do to be even better. Current development plans are appropriate and the nursery has good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- implement existing plans to train staff and provide greater resources to support the development of children who speak English as an additional language
- incorporate parents' views in more systematically shaping the future of the nursery.

## The leadership and management of the early years provision

The nursery is well led and managed. Staff are a very effective team; all share a common approach to Early Years, know their individual roles, are well trained and fully contribute to the smooth running of the nursery day. Excellent use is made of outside agencies to meet the needs of children and to develop staff skills.

Sunrise Nursery does not stand still because staff are reflective and regularly evaluate and review what they do, and use their findings to plan improvements. Currently the nursery collects parents' views informally and it plans to seek a more systematic approach so that feedback on a range of issues can be fully

incorporated in the nursery's self-evaluation. Despite this, the partnership with parents is very effective as trust is built very quickly and parents are confident in the skills and knowledge of the staff. They are always welcome to visit, and invariably find the atmosphere calm and children actively engaged in tasks. Learning at home is valued by staff who provide parents with a curriculum plan so that they can extend and reinforce at home what happens at nursery. Dialogue is daily and parents state that they are fully informed and that any illnesses or accidents are handled quickly and correctly. They know that the nursery will recognise any need their child has, and respond effectively.

Children's safety is of paramount importance to the staff. Daily inspections ensure the building, grounds and equipment are safe. All staff and visitors are rigorously checked and safeguarding requirements consistently implemented and fully met.

## **The quality and standards of the early years provision**

Children achieve well because staff have high aspirations for them, and high expectations of themselves. Staff regularly discuss and review the curriculum so that it meets children's needs. Recent changes have produced a more child-led plan, resulting in more relevant tasks starting from what the children know, understand and can do. This is beneficial in many ways; children are engrossed in the purposeful tasks they are given, they explore and investigate their surroundings inquisitively and role play imaginatively. From the moment children arrive and respond enthusiastically to the welcome they receive, they immerse themselves in learning as they select from the wide range of tasks. Whether inside or out, children learn well because of the thoughtful tasks and good quality resources they are given. Children invariably enjoy their learning and are taught about healthy eating when making sandwiches for snack-time. The discussion these interesting activities evoke builds their vocabulary and encourages them to describe what they see, touch and taste. Children have a sense of being safe and are beginning to develop an awareness of others and their safety. They respond well to staff, even at the end of a busy and productive morning.

Children's well-being is promoted well through the good range of interesting activities available in the excellent outdoor area, whatever the weather. Through the varied challenges and tasks, children develop confidence. They quickly learn about responsibility because they willingly help clear away, singing along to their 'tidy-up song'.

Support for children with learning difficulties and additional needs is superb. The nursery works extremely closely with support agencies and the strategies and systems nursery staff have incorporated as a result of this training and guidance enable these children to settle quickly and achieve very well. Children who speak English as an additional language achieve well. The nursery and support agencies plan to improve provision through further staff training and the provision of resources designed to meet specific needs of these children, such as promoting dialogue and discussion through the use of puppetry.

Recently introduced assessments are thorough, comprehensive and the basis of

planning so that children make the progress of which they are capable. Useful dialogue with parents means there is a real partnership beneficial to children's development.

Transition to and from the nursery is excellent because staff show great empathy with the children and plan these changes very carefully. They consider the needs of each new child so that they quickly settle. Working very closely with the parents, staff remove any sense of pressure or worry so children see nursery as a natural extension to home. Transfer to school is equally smooth because the close proximity is used well. Staff from nursery and reception classes work closely together. Children learn alongside, and sometimes with, their older friends now at school. They meet their future teachers on a daily basis. Staff do all they can to ensure transition to other schools is good, welcoming visiting staff and sharing records.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.