

Sunrise Nursery

Broomfield Primary School, School Lane, Broomfield, CHELMSFORD, Essex, CM1 7DN

Inspection date	07/02/2014
Previous inspection date	23/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are very happy and enjoy their time at this setting because of the warm, caring relationships they share with their key persons. Children approach all activities with a high degree of confidence, motivation and independence.
- Children make good progress because teaching and learning are good. Staff know their children well and use this knowledge to plan stimulating learning experiences for them.
- Partnerships with parents are strong. Parents value the quality of care that their children receive and the excellent arrangements for transition into primary school.
- The manager and staff are very reflective of their practice and strive continuously to improve the quality of the provision. They know what their strengths are and have a good understanding what needs to be done to improve.
- Children are safe and well cared for because all staff have a good understanding of how to safeguard children and the procedures to follow to if they are concerned about a child's welfare.

It is not yet outstanding because

- There is scope to provide greater opportunities for older children to extend, use and apply their phonic skills to promote their already good literacy skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed learning activities both inside and outdoors and carried out joint observations with the manager.
- The inspector held discussions with the manager and the staff.
The inspector looked at samples of documentation relating to safeguarding,
- children's learning and development, leadership and management and the self-evaluation
- The inspector interacted with the children.
- The inspector took account of the views of parents and carers present on the day.

Inspector

Vicky Turner

Full report

Information about the setting

Sunrise Nursery shares a modern purpose-built one storey building with the Foundation Stage classes of Broomfield Primary School, Chelmsford. The nursery opens five days a week from 8.30am until and 3.30pm. There are currently 63 children on roll in the early years age range. The nursery is in receipt of funding for free early years education for two- and three-year-old children. The vast majority of children come from the local area and go on to the local school. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. The nursery has seven staff of which six are qualified to level 3 and above. The nursery is on the Early Years Register.

What the setting needs to do to improve further

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

- provide and encourage older children to engage in a wider range of activities to promote the use and application of phonic skills so that they are even better prepared and ready for school.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development because teaching and learning are effective. Good systems for observations and assessment enable staff to plan effectively to meet the needs of their key children. Children's learning journals are well documented and show children's good progress towards the early learning goals. Parents can access them at anytime to make comments and add their contributions. Children are highly engaged in a range of interesting activities, such as, role play, collage, drawing, painting and small world imaginative play with dinosaurs and the train track. There is a strong emphasis on developing children's language skills with lots of opportunities for children to express themselves during group activities, carpet sessions, role-play activities and snack times. Visual prompts support children's communication skills well. Children experiment with a wide range of mark-making tools both inside and outside. Children's literacy skills are well supported through nursery rhymes, listening activities, story sacks and opportunities to talk about personal experiences. As a result, children are developing the skills and capacity to learn effectively to prepare them for school. However, there are few opportunities for older children to use and apply their knowledge of letters and sounds. As a result, some children do not reach the expected levels in phonics when they leave the nursery. Children show a real love of books and enjoy sharing books with their friends. They initiate story time for one of their favourite stories, about baby owls which is particularly well read by an adult, supported by props. This enthuses the children and leads them to look for owls in the trees outside. They take books home and regularly visit

the library. The librarian also visits the setting and this encourages a love of books. Children benefit from the expertise of a drama teacher once a week and a music teacher who works with the children three times a week. This offers great opportunities for children to express themselves in a creative way and promotes language and communication skills and helps them become familiar with the school teaching staff.

Children's mathematical development is well promoted as adults take every opportunity to reinforce counting skills and number recognition. Children count how many children are at their table at snack time and ask their adult for that number of cups. They cut out 2D shapes, name them and use mathematical vocabulary to describe them. Children think critically about solving difficult problems when making play dough shapes. They sing 'Five little monkeys', count how many are left each time, identify numbers in the water tray and paint blue glittered shapes outside. Cooking activities also contribute well to children's mathematical development. For example, children make gingerbread shapes. Children have access to a wide range of information and communication technology equipment. They are able to select different tools and show good mouse control as they draw and practise their early writing skills using an age-appropriate computer program and print out their work independently. Children thoroughly enjoy playing and exploring in the well-designed outdoor area which provides additional learning opportunities for exploring the natural world. They search for worms in the mud and enthusiastically investigate a bird's nest. Children are fascinated by the flow of water through two pieces of guttering of different heights. Visits from the nurse, fire officers, paramedics and police officers support children's knowledge and understanding of people and communities well. Children learn about their own and other's cultures as they celebrate various festivals throughout the year. A range of good quality multicultural resources help children understand differences between themselves and others.

The contribution of the early years provision to the well-being of children

Children are very happy and thoroughly enjoy their time at the setting because of the strong bonds they share with adults. All children confidently initiate and engage in a range of interesting activities and develop a high degree of independence. For example, they put on their 'wet suits' and 'wellies' independently for outdoor play and help themselves to snacks at snack time. Children are very well cared for and protected because the staff have an excellent understanding of their safeguarding responsibilities. Staff are well deployed so children are very well supervised at all times. Risk assessments are fully in place and daily checks ensure that the learning environment, tools and equipment are safe for the children to play. Regular fire drills with the school ensures safe evacuation of the premises should the need arise.

Every child is assigned a key person who is responsible for inducting new families. They work very closely with parents to share information and plan and deliver personalised plans for each child. As a result, children's welfare needs are very well met. Adults join in children's 'play' as and when appropriate and praise children for their achievements which boosts their self-esteem. Children learn good self-care as they wash their hands before meals. They help themselves to a healthy snack of fruit and vegetables and have the

option of a hot school lunch. Adults reinforce the use of 'please' and 'thank you'. The spacious outdoor area is safe and provides wealth of opportunities for daily physical activities in all weathers. As a result, children are developing an excellent understanding of the importance of physical exercise as part of a healthy lifestyle. Children run around as pirates and enjoy jumping in the puddles. Large climbing equipment, tricycles, push and pull toys, bats and balls and large bricks help develop good coordination and learn to manage age-appropriate risks in a safe environment.

Children are particularly well behaved because the staff have high expectations of behaviour. Children know the rules and understand that there are boundaries. Regular positive praise boosts children's self-confidence. They share cutting tools and wait their turn on the outdoor equipment. Older children are kind and helper towards the younger ones and all children relate very well to adults and each other. Children work and play well together and enjoy tidy up which is a team effort. Children understand how to keep themselves safe and learn how to say 'Please don't do that - I don't like it!' if they are being hurt. As a result, children are emotionally very well prepared to face the move to school when the time comes. Parents report that transition arrangements are excellent. Children are very familiar with the school environment and the teaching staff. The strong relationships the setting has with the main school on site and other feeder schools in the local area ensure children benefit from seamless transitions into school.

The effectiveness of the leadership and management of the early years provision

All required policies are fully in place and reviewed regularly. Staff have a good knowledge of safeguarding procedures and know how to report concerns they may have about a child's welfare. Rigorous procedures are in place to check staff suitability to work with children. Identity checks are carried out on visitors who are accompanied at all times while they are in the setting. Majority of the staff hold suitable first-aid certificates so children are well cared for in the event of an accident. Accident and medication logs are very well maintained and parents are informed of any actions taken. Staff are well trained to support children with medical needs. The manager has high expectations of her staff and monitors their performance through regular supervisions and appraisals. They are encouraged to update their training in order to improve their skills and practice. Staff meetings provide good opportunities for staff to reflect on their practice and to consider ways in which they can improve the quality of the provision. Staff are enthusiastic and eager to move the setting forward.

The owner manager provides good leadership for an effective team of highly skilled and dedicated staff. She has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She leads by example and monitors staff planning on a weekly basis. There are good systems in place to monitor children's progress which means that gaps in their learning are easily identified and appropriate support is put in place for those children who need additional support.

Strong partnerships with parents mean that parents are very much involved in their children's education. They attend induction and 'stay and play' sessions with their child. Parents are very pleased with the provision and speak highly of the quality of care that their children receive. They comment that 'all children are valued as individuals'. They are kept well informed of their children's progress and the setting's daily activities through daily conversations, newsletters and notices. The home/nursery liaison book enables parents to make comments and share information about their child. Staff draw on expert advice and support from other professionals because of the strong links with external agencies. As a result, children with special educational needs and those for whom English is an additional home language are very well supported, and therefore, make good progress. The progress check at age two is firmly in place and is completed with parents. The setting has good systems for monitoring and evaluating its provision and takes account of the views of staff, parents and children. Management know what needs to be done to improve the quality of provision and outcomes for all children. Recommendations from the previous inspection have been fully addressed. Staff have received training and have purchased additional resources to support children for whom English is an additional language.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY286085
Local authority	Essex
Inspection number	861237
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	63
Name of provider	Sunrise Nursery LLP
Date of previous inspection	23/09/2008
Telephone number	01245 444909

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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