

# Sunrise Day Care Centre

Inspection report for early years provision

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**Unique reference number** EY413645  
**Inspection date** 13/01/2011  
**Inspector** Pauline Pinnegar

**Setting address** Sunrise Childrens Centre, Yarm Road, STOCKTON-ON-TEES, Cleveland, TS18 3PJ  
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**Type of setting** Childcare on non-domestic premises

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## 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 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.

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## Description of the setting

Sunrise Day Nursery is run by 4Children (trading) Limited who operate a number of provisions nationally. It has been registered since August 2010. The day nursery is located within the Sunrise Children's Centre, in Stockton-On-Tees. Children are cared for in age appropriate groups within the premises. There is an enclosed outdoor play area provided which is used by all children. The setting is open each weekday from 8am to 6pm for 51 weeks of the year, excluding public holidays. The setting serves children from the local community.

The setting is registered to care for a maximum of 46 children under eight years at any one time, all of whom may be in the early years age range. There are currently 38 children attending in this age group. The setting also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

The setting employs five members of staff, including the manager. All staff members hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are at the heart of all that happens in the nursery. Provision is inclusive and both children and their families are warmly welcomed by staff who demonstrate enthusiasm and professionalism to ensure each child is valued and special. Staff effectively organise the environment and plan a varied range of experiences that mostly cover all areas of learning well. This helps children make good progress towards the Early Learning goals. Documentation is effectively maintained and partnerships with parents and others are good overall. The nursery demonstrates a strong capacity for improvement and successfully uses self-evaluation to monitor practice and improve outcomes for children. This includes the need to embed summative assessments of children's progress and more effective opportunities for parents to contribute to children's records of achievement.

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

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

- make more effective use of the outdoors which will encourage children's interest and curiosity, including opportunities to explore the local neighbourhood
- develop further, ways to encourage parents to contribute to children's learning and development record

- embed the use of summative assessment to give a summary of children's achievements at a particular point in time.

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

Staff demonstrate a good understanding of safeguarding procedures and a very clear child protection policy is in place. This is effectively shared with parents so all adults have a comprehensive understanding of their collective roles and responsibilities. All staff attend child protection courses to keep their knowledge and skills updated. Robust vetting procedures ensure that all adults working with children are suitable to do so. Staff are vigilant with regard to safety and security. The premises are checked visually on a daily basis and detailed records of risk assessments are maintained to identify and minimise the potential risks to children. Detailed records and documentation is in place to ensure the safe and efficient management of the provision. A range of fully inclusive policies and procedures are shared with parents and are reviewed regularly to ensure that they remain effective and reflect current practice.

Detailed systems for self-evaluation assist staff in identifying improvements they can make. Reflective practice is ongoing at all levels and parents and all staff are invited to express their views, both formally and informally, for example through questionnaires and daily chats. Good awareness of the needs of the children and a shared vision for development of the setting enables continuous improvement in the quality of the provision. Regular communication between staff and the management team means that good practice is actively encouraged and shared. For example, staff have identified the need to develop the outdoor environment and the systems for assessments of children's progress. This self-reflective approach ensures children are happy and thrive in a stimulating, well planned environment. Quality resources are deployed effectively to enable children to make progress in their learning and development.

The effective key worker system enables staff to establish close working relationships with parents from the onset, in order to secure continuity of children's care. Parents and carers are well informed about the provision and are able to share quality information about their children's care needs. Flexible settling-in procedures provide reassurance for parents and allow children to settle at their own pace. Discussions with parents suggest that they highly value the care their children receive and are impressed with the progress that their children make. Parents can see children's learning journals whenever they wish, however opportunities for them to contribute to their children's developmental records have not been fully explored. All staff demonstrate a commitment to working with external agencies to support the inclusion of children with additional needs and specific needs.

## **The quality and standards of the early years provision and outcomes for children**

Children are having lots of fun and are encouraged to be independent learners, with staff having the skills to know when to support children in extending their learning. They are making good progress in relation to their starting points as they are happy and secure and staff plan experiences based on their individual needs and interests. Staff observe children on a regular basis and thoughtfully use what they see and know to help assess each child's progress and to plan for the next steps in their learning. Activities are well matched to individual needs and effective support is provided quickly so that all children make good progress in all aspects of their learning and development. Each child is valued for who they are and staff carefully consider the different needs of individual and groups of children and adapt experiences as necessary. The nursery has recently introduced systems for tracking all children's progress in the form of summative assessments, but these are not clearly embedded as yet. Children are well behaved and treat property with respect. They tidy away the toys, which helps children develop a sense of responsibility and increase their self-esteem. The indoor play rooms are set out with a wide range of activities which means that children are busy throughout the day. However, the outdoor environment is less well planned to include opportunities for children to explore and investigate outside and their local community.

Children's creative development is given very good attention as they express their own ideas, use a variety of art equipment and take part in role-play, which is imaginative and rich in learning opportunities. For example, they love to pretend to feed the dolls with the interesting range of play food. Children access a range of activities that promote the development of their senses. They explore different textures as they make marks in paint, jelly and 'slime'. Babies explore sensory tubes, bells and tactile discs. All children practise hand and eye coordination and manipulative skills daily. They play with posting, stacking and construction toys and mould and prod play dough. Children excitedly sit together in small groups in the 'comfy corner' to listen to a popular children's story, having fun as they join in pressing the interactive buttons on the book. All children use a range of simple technology, such as, the computer and taking photographs with the digital camera, which helps them to develop skills for the future. Children have good opportunities to develop their problem solving, reasoning and numeracy skills. For example, they talk about, shape, size, numbers and position whilst playing in the water, as well as accessing a range of resources in the 'maths area'. Children have access to a very rich range of resources and activities which help to raise their awareness of the cultures and beliefs of others.

Children's emotional well-being is well nurtured. They learn to share and take turns and are considerate of each other as they begin to build friendships with their peers, and share warm and caring relationships with staff. Children know what is expected of them as boundaries are consistently and sensitively applied by caring and supportive staff. Staff have established effective systems to help children stay healthy, for example by explaining the importance of hand washing and good

personal hygiene. Children are well supported to develop a healthy lifestyle through the provision of healthy and nutritious snacks. Fresh fruit and drinking water is available at all times for children to access freely. Children have opportunities to enjoy fresh air. They negotiate space well as they ride their bikes or kick the balls; they have great fun running up and down on the grassy slopes to expand energy.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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