

# Sunrise Community Nurseries

Brockley Way, Brockley, London SE4 2LW



<b>Inspection date</b>	7 March 2019
Previous inspection date	14 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team and staff are passionate about the continual development of the nursery. They have a clear vision for the future and are motivated to achieve the best possible outcomes for all children.
- Staff have warm, positive relationships with children. They get to know them well by gathering meaningful information about their preferences, needs and interests upon entry. Children progress well, readily listen, respond to staff and have a fun time in their company.
- Staff work effectively with other settings and professionals to provide continuity for all children, including those with special educational needs and/or disabilities.
- Staff plan exciting events that children and parents look forward to. For example, children celebrate World Book Day as they eagerly arrive dressed as a favourite character from a book they enjoy. Staff also join in the fun, adorned in similar outfits, which inspires children's creativity and heightens their interest in books.
- Staff effectively minimise the risk of cross-infection and consistently follow good hygiene procedures. For instance, staff model how to wipe noses to babies and toddlers. The toddlers watch, copy the actions and then dispose of tissues after use.
- Leaders' systems for overseeing the quality of supervision and training opportunities, particularly for more-experienced staff, are not rigorous enough to raise staff teaching practice to the highest level.
- Occasionally, some children, particularly babies, become unsettled during times of change, for example when staff interrupt play to prepare an area for a planned activity.

## What the setting needs to do to improve further

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

- strengthen the systems of staff supervision and the continued professional development, in particular for more-experienced staff, to raise the quality of teaching to the highest level
- provide further support for babies and those children who are less confident to manage times of transition during the day, for example when completing and starting new activities.

### Inspection activities

- The inspectors had a tour of six nursery rooms and outside areas of the nursery, and checked the security systems.
- The inspectors spoke with staff and children at appropriate times and observed activities throughout the nursery.
- The inspectors jointly evaluated practice with room leaders in the nursery. They also met with the leadership team to discuss safeguarding, self-evaluation and monitoring processes.
- The inspectors sampled a range of relevant documentation, including children's records and evidence of staff qualifications and suitability.
- The inspectors spoke with parents to gather their views and opinions.

### Inspectors

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## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a good awareness of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. Staff carry out thorough risk assessments of the nursery environment and they evaluate any hazards, such as ensuring gates are made secure after the weekly waste collection. The management team implements robust procedures for recruitment and to verify the suitability of all staff. Overall, leaders have successfully created a culture of self-reflection and evaluation. They continually seek feedback and have recently introduced systems, such as the 'parents' forum', to facilitate their ideas for improvement. Staff work very effectively as a team. They share ideas and trainees receive good support to achieve a qualification in childcare.

### Quality of teaching, learning and assessment is good

Staff are enthusiastic about their work. They regularly observe children and assess their individual progress to help close gaps in their learning. They encourage parents' full participation. For example, the book loan scheme encourages children and parents to read together at home. Staff then read the same stories during nursery time, which helps the continuity of learning. Staff read with enthusiasm and captivate children's imagination and their desire to learn more. For instance, children begin to initiate ideas for their own stories, which helps to develop their expressive language. In the sensory room, the young children explore a variety of concepts, including texture, weight and light. Older children broaden their learning about boats, for example, and experiment with a range of objects to examine why these float or sink.

### Personal development, behaviour and welfare are good

Children behave very well and are respected as individuals. Older children are positive role models for younger children and staff provide good opportunities for children to mix with those of different ages in the stimulating outdoor areas. Staff make meaningful use of events and festivals to introduce children to the diversity of the world. For example, children explored the Chinese New Year festival in their artwork. Older children visit specialist museums that give them experience of learning about other cultures and customs in other countries. Children's health is promoted well. They particularly enjoy freshly prepared meals that adhere to their dietary requirements. Older children engage in discussions and projects with staff about healthy food choices and keeping safe.

### Outcomes for children are good

Children progress well from their individual starting points. Children of all ages are encouraged to make decisions and develop independence. For example, babies quickly develop good physical skills on the baby gym, while older children negotiate more complex apparatus outside. Children are very welcoming to visitors and many of the older children communicate confidently, including those who speak English as an additional language. Children are well supported as they move through the nursery and eventually to school.

## Setting details

<b>Unique reference number</b>	EY472145
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10099166
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	94
<b>Number of children on roll</b>	152
<b>Name of registered person</b>	Sunrise Community Nurseries
<b>Registered person unique reference number</b>	RP533269
<b>Date of previous inspection</b>	14 July 2015
<b>Telephone number</b>	02076391802

Sunrise Community Nurseries re-registered under new ownership in 2014 and is situated in Brockley, in the London Borough of Lewisham. The nursery is open Monday to Friday from 8am to 6pm throughout the year, except for bank holidays. It is overseen by a board of directors and a management team. There are 32 staff who work directly with the children, 24 of whom hold relevant childcare qualifications. The provider receives funding to offer free early years education to children aged two, three and four years.

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