

Sunrise Early Years and Childcare Limited

Miller Memorial Hall, The Avenue, Tottenham N17 6TG



Inspection date	16 January 2019
Previous inspection date	18 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager uses self-evaluation effectively to review the quality of the provision. She successfully seeks the views of staff and parents when making changes to the setting. Plans for improvement are implemented well to benefit all children.
- Staff competently support children's developing language skills and help them to acquire a broad vocabulary. For example, staff in the baby room introduce words, such as 'roll', 'stretch' and 'cut', to describe children's actions as they manipulate and shape play dough.
- Staff have developed strong and trusting relationships with parents. Regular conversations and meetings, alongside written feedback, help to provide a consistent approach in supporting children's care and learning.
- Staff provide children with nutritious meals and snacks throughout the day. They speak to children about the benefits of eating fresh fruit and vegetables, and encourage them to try a range of different foods. This helps to promote children's awareness of healthy choices.
- Children develop important skills and attitudes to support their ongoing development and prepare them for starting school. They listen to stories, experiment with marks and practise drawing and writing skills, which helps to form good foundations for literacy.
- On some occasions, group activities are not sufficiently well planned to support children's listening and attention skills and help them learn as much as possible.
- Staff sometimes miss opportunities to help children understand appropriate behaviour and begin to manage their feelings.

What the setting needs to do to improve further

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

- revise the organisation of some group activities, to help maximise the learning opportunities for all children taking part
- ensure that all staff give children consistent guidance to help them understand rules and boundaries and begin to manage their feelings and behaviour.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector took account of parents' views from discussions and their written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of leadership and management is good

The manager monitors staff performance effectively and provides good opportunities for further professional development. Staff speak positively about training; they evaluate their learning well and use the information gained to help improve their practice. For example, recent training has helped staff to adopt a range of strategies, which enhance children's communication and language skills. Safeguarding is effective. The manager has robust recruitment procedures to check that staff working in the setting are suitable. Staff regularly renew their safeguarding knowledge and have a good understanding of their role in keeping children safe. They know the signs that may indicate a child is at risk from significant harm and how to report any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff regularly assess children's progress to find out what they need to learn next. They work closely with parents and other professionals to support children with special educational needs and/or disabilities, helping them to achieve as much as they can. Staff put a lot of thought into planning learning experiences for the children. For example, they provide a wide range of natural materials, which help to stimulate children's senses and kindle their imaginations. Staff help children to learn about shapes and how they fit together. They encourage children to use their good counting skills and to compare the sizes of objects. This helps to develop children's mathematical understanding.

Personal development, behaviour and welfare are good

Children appear happy and confident as they explore the indoor and outdoor areas. They investigate their own ideas and make independent choices about their learning. Children demonstrate warm, caring bonds with staff and enjoy the frequent praise they receive, which helps to boost their self-esteem. They are friendly and sociable as they interact with adults and play alongside their peers. Their behaviour is generally good. Staff introduce babies and children to good hygiene routines, such as washing their hands before mealtimes and after using the bathroom. Children become increasingly independent in managing their personal care needs. Older children are adept at tasks, such as serving their own food and water at mealtimes and putting on their coats.

Outcomes for children are good

Children, including those with special educational needs and/or disabilities, make good progress considering what they can do when they join the setting. Children who speak English as an additional language and those receiving additional funding make steady progress alongside their peers. They become fluent communicators and complete age-appropriate tasks. Children are imaginative and express themselves freely. Older children create pretend games based on the actions of their favourite super-hero characters. Babies show delight as they listen to songs and rhymes, and make sounds and movements in response to music.

Setting details

Unique reference number	EY423720
Local authority	Haringey
Inspection number	10074722
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	51
Number of children on roll	42
Name of registered person	Sunrise Early Years and Childcare Limited
Registered person unique reference number	RP530467
Date of previous inspection	18 February 2016
Telephone number	0208 801 6767

Sunrise Early Years and Childcare Limited registered in 2011. The nursery opens from 7.30am to 6.30pm for 51 weeks of the year. The setting receives funding for the provision of free early education for children aged two, three and four years. Ten members of staff are employed to work with the children. The provider also manages the nursery. She and another staff member are qualified to level 6. Eight other members of staff hold relevant childcare qualifications at level 2 or level 3.

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