

# Inspection of Rise and Shine Day Nursery

Jack Hunt School, Ledbury Road, Peterborough, Cambridgeshire PE3 9PN

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Inspection date:

2 December 2024

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

The overall learning opportunities that children receive during their time at the nursery are not yet good and this contributes to children's low engagement levels. Furthermore, the support for children with special educational needs and/or disabilities (SEND) is not sufficient to help achieve the best possible outcomes.

Nevertheless, staff are caring and compassionate, especially during nappy changing times. They talk to children and use the opportunity to practice and develop children's speech and language skills. Staff provide a secure settling-in period for children, where they visit the nursery to form relationships with their key person. Parents are invited to share information about children, and this supports the transition process well. Children are happy at the nursery and there is an effective key-person system in place. They look to staff for comfort and reassurance when needed and demonstrate a strong sense of safety in staff's care. Children enter the nursery, happy to see staff members, as they are welcomed in. They confidently choose an activity. Staff prioritise children's attachment and emotional development. They use children's family photographs to make small books for each child. Children enjoy looking through the photographs of their closest family members and staff use these opportunities to model new words for young children to learn.

Overall, children behave well. They follow simple instructions from staff and are kind to their peers when playing in small groups.

### What does the early years setting do well and what does it need to do better?

- Children access outdoors every day and staff have recently enhanced the area to make it more accessible for younger children. However, staff do not plan meaningful learning opportunities that extend children's learning in this area. For example, there is no mud in the mud kitchen and pots and boxes are piled on top so children cannot use it. The water tower does not have any water in it for children to experiment with and toys are left on the floor, covered in mud, and unusable. Staff do not interact sufficiently with children outdoors to ensure that the environment engages children in learning.
- The management team have a good understanding of school readiness. However, they do not support staff to consistently provide opportunities for children to develop their independence. Younger children do not always feed themselves and older children are not taught how to put on their own shoes and coat. This has an impact on children's preparation for the next stage of their learning journey.
- Staff read to children. They sit quietly and point to the pictures as they turn the pages. This supports children's understanding and language development. When

children ask to repeat the story, staff happily continue reading, recognising the importance of repetition to secure new knowledge.

- Staff provide activities throughout the day. However, they do not plan for the transitions throughout the daily routine. Children are sometimes bored and wonder the room with no purpose. For example, staff get children ready to play outdoors. Children wait around for long periods of time with little interaction and staff do not always fully support children's learning.
- The management team arrange for visitors to attend the nursery each week. Children are excited when they arrive and eagerly join in the fun activities. Children benefit from exploring languages, joining in with singing, rhymes and conversations. They share Spanish words that they have previously learned and talk about the different cultures across the world.
- Mathematics is embedded throughout the provision for older children. When playing with the playdough, children learn to recognise numerals and staff encourage children to count the things they are making. Furthermore, children enjoy exploring the water tray and experimenting with space and capacity.
- Staff recognise children who need additional support with their learning. They work well with other professionals at times, by sharing ongoing information to support children and families. However, this is inconsistent, and staff do not always have a full understanding of the referrals and support already in place for some children. Furthermore, the learning experiences they provide for children with SEND are not always of a high standard and therefore, children's progress is limited.
- The management team recognise when staff's teaching skills are not of a high standard. That said, they do not always implement further training or supervision that is effective in teaching staff how to provide high-quality interactions with children. This has an impact on the overall quality of education that is provided at the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

|  |                 |
|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|                                                                                                                                      |            |
|--------------------------------------------------------------------------------------------------------------------------------------|------------|
| develop staff's knowledge and understanding to improve the quality of their interactions and support in place for children with SEND | 28/03/2025 |
| target staff training opportunities to support staff's individual needs and develop good-quality interactions with all children.     | 28/03/2025 |

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

- support staff to improve the planning for the outdoor area and guide them to deliver good-quality learning opportunities for all children
- help staff to consider the daily routines and activities and how they can encourage children's developing independence
- guide staff to organise the daily routine more effectively so that children are not waiting for extended periods of time in between activities.

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | EY225879                           |
| <b>Local authority</b>                             | Peterborough                       |
| <b>Inspection number</b>                           | 10364155                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 0 to 4                             |
| <b>Total number of places</b>                      | 36                                 |
| <b>Number of children on roll</b>                  | 50                                 |
| <b>Name of registered person</b>                   | Holmes, Alison Jean                |
| <b>Registered person unique reference number</b>   | RP512501                           |
| <b>Telephone number</b>                            | 01733 330305                       |
| <b>Date of previous inspection</b>                 | 29 January 2019                    |

## Information about this early years setting

Rise and Shine Day Nursery registered in 2003. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Vikki Reynolds

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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