



Sunbeams Day Nursery

Inspection report for early years provision

Unique Reference Number	EY311912
Inspection date	01 August 2006
Inspector	Karyn Yarnold
Setting Address	74 Peverell Park Road, Plymouth, Devon PL3 4ND
Telephone number	01752 785435
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Registered person	Woodground Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Sunbeams Day Nursery has been established since 1991. The present owner has managed the nursery since 2005. It operates from six rooms in an end terrace house in a largely residential Plymouth suburb. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00. All children share access to a small, enclosed outdoor play area.

There are currently 70 children aged from birth to under eight years on roll. Of these,

26 receive funding for early education. The nursery currently supports a number of children with disabilities and also supports children who speak English as an additional language.

The nursery employs 14 members of staff. Of these, 11 hold appropriate early years qualifications and three are working towards a qualification. Two additional staff are employed to cook main meals, and to clean the premises. Sunbeams Day Nursery are members of the National Day Nurseries Association and hold the NDNA Quality Counts award and has achieved Level 2. They receive support from the local authority. The group have a rabbit and keep fish.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm and friendly environment. Good hygiene routines are in place, to ensure that children learn about personal hygiene and are protected from cross infection. For example, older children are encouraged to wash their hands, with liquid soap, after going to the toilet and before eating. Staff spray tables with suitable cleaning products before and after children eat, and wear protective clothing when serving food. This helps reduce the risk of cross contamination. Older children are independent in self care skills. Procedures to ensure younger child are well cared for when nappies are changed, include staff wearing disposable gloves, and suitable disposal of nappies once children have been changed.

Children become involved in a range of activities that contribute to their good health. They have regular physical play, both indoors and outside, taking part in activities to develop their physical skills, such as, climbing on a climbing frame, sliding down a slide and joining in fun fitness sessions using musical tapes, when indoors. Being able to play outside enables them to receive fresh air which adds to their overall health. Children are cared for appropriately, in the case of accidents and when medication needs to be administered. However, at the time of inspection, medication was stored for children who did not presently need it and parents are able to give verbal permission for staff to administer medication. This compromises children's safety. First aiders keep their first aid training up-to-date and there are fully stocked first aid boxes in place.

Children enjoy healthy snacks provided by the setting, for example, rice cakes and crackers and fresh fruit, which includes, raisins, banana and apple slices. Rice cakes and crackers are also provided. A weekly menu ensures parents are made aware of meals that their children are offered. Main meals are made freshly each day by the resident cook. They are served in adequate proportions and include a variety of varied and nutritious meals. The menu includes a vegetarian option. This ensures that children receive a range of different healthy and nourishing food and ensures different diets are catered for and respected. Children are offered water or milk at snack time, and water after physical exercise. This ensures that children receive sufficient fluids to avoid them becoming thirsty while attending the nursery. Snack and meal times are sociable occasions where children of the same age come

together. This helps to promote children's social and language skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean and welcoming environment. They are well cared for, in a generally safe and secure environment, within a converted three story house. Children and babies of different ages can use the premises with flexibility as different levels are designated for different aged children.

Colourful displays, around the nursery, and a parent's notice board, helps to make the setting inviting. Individual child level coat pegs, which are named, enable children to feel part of the group. Children can play safely in a small, fully enclosed outdoor play area. The physical environment indoors, and resources, are kept safe for children by staff who undertake regular risk assessments and implement appropriate actions, to address any identified potential hazards. For example, electrical equipment is checked and plugs are removed when the equipment is not in use. Separate areas for children aged under two years, create a safe environment for non-mobile babies, by restricting the access of more mobile babies. Children have access to a satisfactory selection of toys and resources that are in good condition and regularly cleaned. These are mostly stored within easy reach of children. This enables older children to self select. Babies are supervised at all times. Children learn about the importance of maintaining safety by being encouraged to become involved in tidying up. Regular fire drills are incorporated into the nursery routine.

Children's welfare and safety is supported sufficiently by the designated child protection staff member who has a clear understanding of what to do if child protection issues arose. Staff are encouraged to attend appropriate child protection training, know how to access additional information and support, and there is a satisfactory child protection policy in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are offered a satisfactory range of activities and experiences during their time at the nursery. This includes a sufficient balance of adult directed and child initiated play opportunities. For example, children are able to join in with adults when being involved in an indoor physical activity. They are also free to self select play activities during a café style snack period. This enables children to experience choice and helps develop their independence and personal responsibilities. They use their imagination through creative activities.

Children are valued by all members of the staff and their work is displayed around the nursery. This raises children's self-esteem, sense of accomplishment and self-confidence. Children are happy, settled and enjoy warm interactions with staff members. They are each assigned a key worker, to foster links between the nursery and home. Children enjoy participating in a range of activities with their peer group

and are able to mix with children of different ages when for example listening to a story. This allows children of different ages to come together. However some collective group times, such as story time and circle time, are too long. This results in younger children becoming distracted and does not sustain their interest. This can be disruptive and impacts on older children's concentration.

Babies benefit from good planning and assessment as staff use the Birth to three matters framework effectively. They play happily with treasure baskets, which include soft and hard materials, and musical items. This holistic approach enables babies to touch and feel different textures and introduces them to real materials through play. Babies and younger children also have access to a small, cosy, sensory room.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are offered a sufficient range of play opportunities, which is helping them to make satisfactory progress along the stepping stones towards the early learning goals. Staff have a satisfactory understanding of the Foundation Stage curriculum. Plans are clear. However, staff only record activities under one area of learning per day and limit the number of stepping stones toward any particular early learning goal. This means that not all aspects are covered sufficiently to promote children's learning. Children's activities are evaluated sufficiently and staff give careful attention to adapting activities to ensure that children of different abilities can participate.

Children show a strong sense of belonging as they greet each other and staff on arrival. They form good relationships with each other and staff. Named coat pegs enable children to feel part of the group. They take responsibility as they join in routine tasks, such as tidying up and clearing away prior to snack time. Children are generally engaged in their play as they join in adult led activities and self initiated activities. They are increasing their self confidence by being able to use the toilet independently. Staff value what children say and are willing to listen to children and extend their learning by engaging them in conversation and using questioning skills to make children think when, for example, they play a feely game. Staff ask children to describe what they can feel and ask them to guess what they are touching. During circle time they are asked what day it is today, yesterday, tomorrow.

Children have opportunities to develop their writing skills by attempting to form letters in their names when completing paintings and drawings. They learn that print has meaning when staff point to words when reading a story. However, children rarely select books independently even though books are varied and easily accessible to children. Children learn about the days of the week, months of the year, and are able to recognise their names both for self registration and during circle time. They learn about letters when singing the ABC song and staff sound out the first letter of children's names. This enables children to recognise the sounds of different letters.

Children are encouraged to progress their recognition of number through counting games such as Bingo. Colourful posters displayed around the room allow children to look at numbers and shapes. They learn to think about floating and sinking, when dropping heavy and light objects. Other counting and learning about number is developed by the use of, puzzles and computer games. Money in the home corner till

enables children to learn about addition when buying pretend fruit. They learn about sequencing when counting beans into egg boxes. Children learn about shapes when threading solid coloured shapes. However opportunities are missed in everyday situations to encourage children to count. For example, at snack time the number of cups needed are not counted or the number of children on each table.

Children enjoy participating in the planned physical development activities, learning to control their bodies well. For example, they are able to exercise when engaging in a physical activity tape. They roll up small, jump up high, stretch up tall. They are developing their gross motor skills by climbing on a climbing frame and sliding down a slide. Children's fine motor skills are developed as children are offered creative activities such as play dough. This allows them to use rolling pins, cutters and manipulate their hands and fingers. Children are free to use scissors independently when, for example, they undertake sticking and gluing activities.

Children become involved in a varied range of creative activities which stimulate their imaginations. For example, they make models from recyclable household waste. They enjoy experimenting with different types of painting activities including free painting, marble and string painting. They have opportunities to cook and become involved in role play in the home corner. They play with musical instruments and learn about rhythm when dancing.

Through planned activities children are learning about other cultures and the wider community. For example, a good range of festivals are celebrated. These include, making Chinese lanterns, making yellow kites to celebrate the Hindu festival 'vascanta parclami', make Harowseth sweets to celebrate the Jewish faith and making Stove hats to celebrate the American Independence day. These activities, together with some multicultural books, provide children with an insight to different life styles. Visitors to the group, such as the emergency services, extend children's understanding of how to keep themselves safe, and about the role of these visitors within the local community. Children learn about nature and caring for wildlife when making bird lard balls and when cleaning out and feeding the groups resident rabbit. Trips away from the nursery give children the opportunity to learn about different forms of transport such as trains, taxis and ferry's.

Children's progress is recorded sufficiently with predominately narrative observations being written by staff. Information gathered from these observations is used to plan other activities. A pictorial portfolio of children's progress during their stay at the nursery enables staff and parents to have a visual view of what children do during their stay at the nursery and how they have developed.

Helping children make a positive contribution

The provision is satisfactory.

All the children are valued in the setting, whatever their individual needs. They settle well forming good relationships with other children and with caring staff. Good relationships are formed with parents. Older children are confident. Children have a clear understanding of the routines of the group. Children generally behave well. However the length of some activities, particularly when children have to sit down on

the floor for some time, for example during circle time or listening to stories, results in some children becoming disinterested. Staff do not always respond to this. Staff use lots of praise and encouragement to promote positive behaviour. For example, children are given lots of verbal praise when finding their own names or standing in front of children to sing a favourite nursery rhyme or song. This, together with reward stickers, raises children's self esteem. Children take turns and show concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

Children learn about different life styles when becoming involved in planned activities around a multicultural theme and celebration of different festivals from around the world. However, resources that reflect difference, for example dressing up clothes and play items from other cultures in the home corner, are limited. The lack of display materials that reflect diversity and give children positive role models of people like themselves, and people different to them, does not allow children to visualise children from other cultures or with additional needs.

The partnership with parents and carers is good. Staff work very closely with parents. Regular newsletters, and a parent's information board, provide parents with up-to-date information on events within the nursery. Parents' tea afternoons, enable parents to gain an insight into their children's progress within all areas of the nursery, while making the experience a social event. Staff work closely with parents, initially when children first join. For example home visits are arranged prior to children attending the nursery. This benefits the children's well-being and learning. A relaxed relationship is established, which facilitates good open two way sharing of information. A clear well-presented prospectus outlining policies, procedures, opening and closing times is available to parents

Organisation

The organisation is satisfactory.

The nursery creates a welcoming environment for the children. Staff are suitable qualified and plan to provide suitable experiences for the children. Children's work is displayed within the nursery and photographs of children's experiences gives parents and visitors an insight into what children do while in the care of the nursery. Systems are in place to ensure that staff continue to attend further training and extend their skills to benefit the group. Relevant documentation is in place and stored appropriately and meets the National Standards. However, the group did not inform Ofsted of a significant event, which is a requirement of the registration.

The leadership and management of Sunbeams Day Nursery is satisfactory. The management and staff are well motivated into providing a caring environment for children. A robust recruitment system is in place which ensures that staff with relevant experience and qualifications are employed, with on going support, to look after children. Staff work well as a team and the organisation of various rooms allows babies and children of different ages to be suitably accommodated. Overall, the nursery meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that parents give prior written permission to administer medication
- develop multicultural resources and materials that reflect difference
- ensure the organisation and timing of joint group activities does not impact on the concentration of older children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure daily curriculum plans focus on, and include, more than one area of learning to meet Early Learning Goals

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk