

# Childcare @ Sunbeam

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY271027
<b>Inspection date</b>	08 June 2007
<b>Inspector</b>	Maralyn Chiverton
<b>Setting Address</b>	Lupset Crescent, Lupset, Wakefield, West Yorkshire, WF2 8RH
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<b>Registered person</b>	Lupset Community Centre Association
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Childcare @ Sunbeam is committee run by voluntary directors and people from the local community. It was registered in January 2004 to care for no more than 35 children under eight years of age. At present there are 67 children on roll, of whom 16 are in receipt of nursery education funding. The provision is part of the St Georges Community Project, and is located within the Sunbeam children's centre in the Lupset area of Wakefield. The setting serves local and surrounding areas.

Care is provided in a purpose built building. There are two main playrooms and children have access to an enclosed outdoor area and a sensory room. The nursery is open each weekday from 08.00 to 18.00, throughout the year except for statutory bank holidays. The nursery supports children with learning difficulties or disabilities as well as children for whom English is an additional language.

There are seven staff who work directly with the children, all of whom have an appropriate child care qualification. The setting has the support of the local authority and is undertaking a recognised quality assurance scheme.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children thrive through the implementation of effective hygiene practices and procedures which meet their individual, nutritional, physical and health needs well. They are very independent in their personal care and understand that the need to wash their hands before eating and after using the toilet is to prevent them becoming ill from germs. For example, children talk about germs being 'nasties' which can grow in their tummies and make them poorly. Staff are very pro-active in promoting children's understanding and awareness of what constitutes a healthy lifestyle through bright displays, simple discussion and planned topics, such as healthy eating.

Children are provided with a broad, balanced variety of nutritious meals and snacks, which are attractively presented and ensure that children's individual dietary needs are well met. They are provided with drinking water throughout the session and are kept free from infection through the effective implementation of a detailed sickness policy, which is made available to all parents. Children benefit from regular access to the outdoor area for physical activities, as well as a comfortable book area which allows for periods of rest and relaxation.

Babies and young children under two years of age receive very good attention and support, which promotes and fosters their emotional well-being. They are made to feel special through an effective key worker system as well as established shared understandings between parents and carers. Younger children freely explore their own environment with confidence and independence, whilst babies learn to gain good control of their bodies, through being encouraged to roll, crawl and pull themselves up using soft play equipment. Children benefit from staff having a high level of awareness of their sleeping and eating patterns. For example, parents are asked to provide a written routine for their child that staff follow. Parents have access to their child's daily diary which records their rest periods and food intake, as well what activities they have participated in.

Children in receipt of nursery education funding develop a positive attitude towards physical exercise. They test their skills of climbing and balancing and promote well their understanding of space, themselves and others through regular opportunities and the provision of a good variety of outdoor equipment. They are beginning to develop a good understanding of how their bodies work. For example, after running they discuss feeling hot and how their hearts pump faster. Children are provided with a very good range of small equipment, which they use with good control and coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe in a warm, well-organised and secure environment. Their safety and welfare are well promoted through the high priority given by staff to maintaining a safe and secure environment. The implementation of effective, well written policies and procedures, such as arrival and collection, recording of visitors and a keypad system, ensures no access to unauthorised persons. Children's understanding of personal safety is well promoted through simple discussion and being an integral part of the daily routine. For example, children regularly tidy away to avoid falling over and hurting themselves.

Children benefit from the provision of very good, quality equipment and an exciting range of resources that are safe, suitable and purposeful. Equipment and resources are checked daily for safety. Any in need of replacement are purchased through a reputable company which complies with BS EN standards. Effective deployment of staff, space and resources allows children to move freely, safely and with independence. Children are well protected from risk of harm through the staff's comprehensive knowledge and understanding of fire evacuation procedures as well as child protection issues.

Babies and young children under two years of age are provided with good opportunities to make safe choices and develop their own boundaries. They receive plenty of praise and are beginning to understand the need for a balance between freedom and safe limits. For example, they receive support from staff when using the soft play equipment and are encouraged to take further steps. Shared information that is communicated on a daily basis between parents and carers ensures that children are kept safe.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very confident and independent learners who enjoy their time in the setting. They benefit from a stimulating environment, which is well planned and organised into areas of play and learning. Children show enjoyment, interest and involvement in their play and make good progress because staff understand their role and responsibilities with regard to children's learning. Children are encouraged to make decisions, think for themselves and participate in a wide range of well planned, focused activities and hands on experiences, which are creative and imaginative. These include planting seeds, baking and visiting an underworld sea centre. Staff are very motivated, enthusiastic, have a positive attitude and are sensitive to children's individual needs.

Babies and young children under two years of age receive lots of encouragement to respond to their environment in a creative way. For example, they explore textures through jelly and cooked spaghetti as well as painting and participating in action rhymes. However, a limited supply of natural materials restricts children from building on their natural curiosity and becoming competent learners in matching, sorting and classifying.

### **Nursery education**

The quality of teaching and learning is good. It is rooted in a secure understanding and sound knowledge of the Foundation Stage and early learning goals. The identification of children's level of learning when entering the setting and effective planning allows children to make good progress in all six areas of learning. Children's progress is monitored through written observations, focused activities and individual pieces of children's work. However, the recording of children's progress with regard to extending children's learning is not always clearly defined to show a clear picture of progress. Children show high levels of confidence, they have a positive approach to learning and show great enthusiasm in all that they do. They demonstrate good independence skills as they look after their own personal hygiene. Children are confident communicators, are able to write their names and link with phonic sounds. They count to ten and beyond and are beginning to use number names in their play. They develop a good awareness of the natural world through well planned outdoor activities. For example, they hunt for mini beasts and plant seeds. Children enjoy using all their senses to explore a wide range of activities and experiences, such as baking and using clay. Their imagination skills are well promoted through participation in role play.

## **Helping children make a positive contribution**

The provision is outstanding.

All children are highly valued and respected as individuals. Respect for each child's individuality underpins the ethos of the setting. Children are encouraged to make a very positive contribution through confidently expressing their own ideas as well as listening to those of others. They are extremely confident, self-assured and show an exceptional sense of belonging. Children's individual needs are given the utmost priority and they benefit from staff's highly comprehensive understanding of their role in promoting equality of opportunity and implementation of well written, detailed policies and procedures. Children with learning difficulties or disabilities are exceedingly well cared for through daily access to a highly skilled and experienced coordinator.

Children benefit from an environment that is rich in promoting diversity through bright, colourful displays and photographs which clearly depict positive attitudes towards gender, disability and other cultures. Their understanding of the wider world is exceedingly well promoted through planned topics, visitors to the nursery, as well as innovative activities, such as saying good morning in a variety of languages. Children are exceptionally well behaved and have a very positive attitude to one another. They are able to take turns and share, and benefit from a consistent approach to behaviour management which effectively helps them to take responsibility for their own behaviour. Children's spiritual, moral, social and cultural development is fostered.

Babies and younger children are provided with a very caring environment and effective interaction. This approach allows them to feel special and important. They are celebrated as individuals, and made to feel valued through ensuring their personal routines are well catered for and an effective key worker system. Children benefit from staff's good recognition that young babies find comfort from 'snuggling in' and being provided with cosy corners with soft, inviting surfaces.

Partnership with parents and carers is good which contributes significantly to children's well-being. Quality information displayed on parent notice boards promotes parents' understanding of what children are learning. For example, the early learning goals are displayed which promotes parent's understanding of the Foundation Stage. Parents feel welcomed and valued at the nursery and are provided with good quality information about the provision through a welcome pack which includes all policies and procedures. They are very supportive of the setting and feel able to discuss any worries or concerns at any time. They are encouraged to be involved in their child's learning through looking at their child's individual files and supplying resources linked into planning. Parents receive both verbal and written information about their child's progress.

## **Organisation**

The organisation is good.

Children benefit from a well organised and managed environment where they are able to access toys and resources easily and independently. They are well supported by a very good ratio of experienced qualified staff who work exceedingly well as a team. Effective implementation of detailed, well written policies and procedures contribute to children's welfare, care, learning and enjoyment. Children benefit from the staff's enthusiasm, motivation and enjoyment, as well as their good understanding of their role and responsibilities in developing children's learning. Children are well cared for by key workers who place great importance on building trusting and supportive relationships with their key children and their families.

Leadership and management of the nursery education are good. The leadership and management team has a clear vision of how to improve the quality of care and nursery education which is shared with all staff and used to steer the work of the setting. Strengths and areas for improvement are effectively monitored and evaluated through minutes from team meetings, self evaluation tasks, feedback from parents, as well as monitoring reports from the local authority. Staff are effectively led, work well as a team and are committed to improving their teaching and learning skills through professional development. Management and staff are fully committed to providing a quality, integrated service between care and education to enhance children's learning as well as promoting an inclusive environment where every child matters. The nursery are looking to gain accreditation from a recognised quality assurance scheme.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Following the last inspection recommendations were in place to improve children's welfare, care and learning. These included, ensuring children have sufficient space when sleeping, to clearly demonstrate how staff are appropriately checked and to ensure consideration is given to planning for learning opportunities within all areas.

Since the last care inspection the setting has taken very positive steps to improve children's welfare, safety and learning. For example, through more effective use of space when children are sleeping and the implementation of new documentation which clearly demonstrates how staff are appropriately checked. Consideration is given to planning learning opportunities within all areas.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 good.

### **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):

- provide a wider range of natural materials and opportunities to develop children's natural curiosity and to promote their competence in learning with regard to sorting, matching and classifying.

### **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):

- review procedures for recording and extending children's progress to ensure children's next steps in learning are clearly defined to show a clear picture of progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)