

Sunbeams Ltd (Harrogate)

Inspection report for early years provision

Unique Reference Number	EY361573
Inspection date	15 May 2008
Inspector	Alison Margaret Walker
Setting Address	Sunbeams Day Nursery, Ainsty Road, Harrogate, North Yorkshire, HG1 4AP
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Registered person	Sunbeams Limited
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 opened in 2007 and is situated in the grounds of St Robert's Catholic Primary School in Harrogate, North Yorkshire. The setting operates from four playrooms in a purpose-built single-storey construction. It is open five days a week from 07.45 until 18.00, 52 weeks a year. The setting is registered to provide care for up to 93 children aged from under eight years.

There are currently 110 children aged from one year to 11 years on roll. Of these, 13 children are in receipt of funding for nursery education. Children attend for a variety of sessions and are drawn from the local area and wider community. The setting employs eight members of staff and six of these hold appropriate early years qualifications. The setting works with an early years advisor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children have good opportunities for fresh air and exercise as they regularly access the enclosed play area. They are able use their bodies to create intended movements, such as pedalling bikes backwards and forwards. They enjoy physical play outside and more-able children are competent in running forwards, backwards and sideways, climbing up and down ladders and jumping. Children also enjoy regular walks around the local area. Children recognise the importance of keeping healthy and what can contribute to this; for example, they wash their hands independently after playing outside and before eating, explaining that they are getting rid of germs. Older children blow their noses and are reminded by staff to cover their mouths when they cough. The premises and equipment are very clean throughout. Each child has individual bedding which is changed and washed regularly. Gloves and aprons are worn by staff for nappy changing to prevent the risk of cross-infection.

The setting has a very well appointed kitchen. Children receive regular healthy snacks and meals. They have good appetites and thoroughly enjoy a freshly prepared spaghetti bolognese with carrots and snacks of fresh and dried fruit. Fresh water is always available and drinks are provided at mealtimes; however, opportunities for older children to access drinks independently are a little limited at times. All staff are fully aware of children's individual dietary requirements and preferences, which are discussed in full with parents, such as allergies.

Good arrangements are in place for first aid. All of the staff hold a current first aid certificate and there are fully stocked first aid kits readily available. Very detailed written policies are in place regarding sickness, accidents and administration of medicines; these are fully implemented and shared with all parents. The setting has a critical incident policy and procedure which clarifies their approach to an incident that could threaten the life of a child or adult. All the staff have practised the procedure using role play and empathy dolls and they feel more confident in handling a real life critical situation. This addition to the setting's policies shows a high commitment to the children's health and well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is warm and welcoming with evidence of children's play and activity. Parents, children and visitors are warmly welcomed on arrival. Children's work and photographs of children at play, involved in a suitable range of activities, are on display. Additionally, the setting's registration certificate, policies and procedures, staff photographs and relevant information are attractively displayed in the entrance hall. There is a balanced range of toys, furniture and equipment available, which meets the needs of the children attending.

Children benefit from a generally good range of safety measures. For example, there is a secure entry system, electric sockets are covered and there is a secure outdoor play area. However, one area of concern was identified relating to children's safety. The children are supervised, are unable to leave the premises unattended, and are never left alone with persons who have not been vetted. Emergency evacuation procedures are prominently displayed throughout the building and are regularly practised to raise children's awareness on how to leave the building safely and quickly.

Child protection procedures are satisfactory. Some of the staff have attended child protection training. The setting has a child protection policy in place, which is shared with parents. This policy includes what will be done if an allegation is made against a member of staff. Child protection is covered during staff inductions and, as a result, the staff know the possible signs of abuse and the reporting procedure and have access to local child protection details.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are developing in confidence and join in activities together. They enjoy a footprint activity outside on a large piece of paper. Children show great excitement at the paint feeling cold on their feet. Opportunities to extend this activity further were missed. The children are happy and settled and have positive relationships with others; for example, the children are friendly towards visitors and play cooperatively with their peers. Staff interaction is generally appropriate, although outside play with older children lacks direction; some children became bored during the footprint activity, resulting in the paper getting ripped. Older children also sort attention from school children in the adjacent area due to limited interaction from staff.

Children under three years are very interested in the activities available and thoroughly enjoy painting and collage. This inspires the children and they show great pride in their artistic work. During these activities children confidently identify primary colours and more complex ones, such as orange. Profiles for this age group are developing well, giving a good account of what children can do. Staff clearly understand and work with the 'Birth to three matters' framework to inform planning. The interaction from the staff with this age group is excellent; they show pride and commitment in their work. They give the children in their care consistent praise and encouragement.

Nursery Education

The quality of teaching and learning is satisfactory. The staff have some knowledge of the Foundation Stage but there are missed opportunities in several areas of learning for the children to develop their skills and understanding, such as during water play and playing outside. Planning is in place, is linked to the early learning goals but does not clearly show the next steps in children's learning. It is not clear what the children know and understand. The environment is generally well organised; activities are generally accessible and set out to appeal to children's interests. However, areas of improvement were identified. For example, three children wanted to make sandcastles but there was only enough sand for two children to do this.

All children separate from their main carer with confidence. They happily seek out other children to share experiences, such as playing with toy cars and the doll's house. Some children talk freely about their home and community during this activity. The children behave well and are cooperative at tidy up time. More-able children can recognise their own name and some write this on their artwork. They use one-handed tools and equipment, such as paintbrushes and pencils. Children use language to describe size, for example, 'bigger' than and 'smaller' than. They count for a purpose when playing with cars but this is not extended by staff. A child proudly stated that they can count to 100. Children's profiles show that some older children can write numerals from one to 12. The children show an interest in information and communication technology, however, resources to develop this are rather limited.

Overall, children make satisfactory progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is satisfactory.

Staff nurture children's personal, social and emotional development appropriately. They create a secure atmosphere where children are happy and settled. The staff know the children well and, as a result, the children's individual needs are suitably met. The children behave well and they learn about manners and taking turns; for example, at circle time the children take turns at being the conductor during a musical session. The children develop a positive attitude to others and develop a satisfactory understanding about the wider world and community through celebrating different festivals and having access to a suitable range of resources which show positive images of culture, ethnicity and gender. The children enjoyed an Indian themed day, when they listened to authentic music, tried different food and smelled different spices.

Partnership with parents and carers is good. The parents receive clear information about the care and educational provision through newsletters, a noticeboard explaining the Foundation Stage and daily feedback from their child's key worker. Parents have good opportunities to share what they know about their child through regular discussions with staff and an effective settling-in procedure. Parents' views are valued and encouraged. Parents are given regular questionnaires and the owner conducts a telephone audit. This good procedure helps the setting to evaluate their practice. The setting is committed to developing partnerships with parents and it plans to offer a variety of in-house services to enhance this further. These will include anti-natal sessions, children's hairdressing and shoe fitting services. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The environment is suitably organised and staff know their roles and responsibilities. Nursery routines are consistent and enable children to feel settled and secure. All the required documentation is in place, is easily accessible and is stored securely, such as emergency contact and registration details. A good system is in place to record the staff's and children's daily attendance; this is accurate and up to date.

Most of the staff team hold a relevant early years qualification; therefore, they have an appropriate knowledge and understanding of how young children learn and develop. Good adult to child ratios are maintained, with provision made for covering staff breaks. There are very thorough procedures in place for recruitment and vetting of new staff. All staff undergo a comprehensive induction process to ensure they are fully conversant with their roles and responsibilities. Staff are encouraged to develop their personal knowledge and skills through a rigorous quality performance management system. This is used to evaluate their performance and practice and highlight objectives and training needs.

The leadership and management of the nursery education is satisfactory. The staff team are generally committed to improving care and education; however, some staff demonstrate a limited knowledge of the Foundation Stage. The manager is very knowledgeable in this area and shows a commitment to developing her staff's knowledge and understanding. There are effective systems in place to deputise for the manager; for example, a full-time assistant manager is employed. This contributes to the smooth running of the nursery. Overall, the provision 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

Since registration 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.

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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 all potential hazards are made safe or removed.

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):

- continue to develop children's independence, for example, at mealtimes
- improve assessment systems to inform the planning for the next steps in children's learning
- develop staff's knowledge, understanding and implementation of the Foundation Stage
- develop children's interest in information and communication technology.

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