

Sunbeams Ltd (Harrogate)

Inspection report for early years provision

Unique reference number	EY361573
Inspection date	05/05/2009
Inspector	Gill Hepworth
Setting address	Sunbeams Day Nursery, Ainsty Road, Harrogate, North Yorkshire, HG1 4AP
Telephone number	0113 2640779
Email	kate.plews@sunbeamsdaynursery.com
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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 registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Registers. It is open five days a week from 07.45 until 18.00, 51 weeks a year. The setting is registered to provide care for up to 81 children at any one time. Of these, not more than 33 may be aged from birth to under two years, not more than 24 may be aged between two and three years, and not more than 24 may be aged between three and five years. There are currently 57 children aged from one year to five years on roll. Of these, 26 children are in receipt of funding for nursery education. The setting is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. Children attend for a variety of sessions and are drawn from the local area and wider community. The setting employs 11 members of staff. Seven of these hold appropriate early years qualifications at levels 2 and 3, and one is pursuing level 4 qualifications. The setting works with an early years advisor from the local authority.

Overall effectiveness of the early years provision

The overall effectiveness of the provision for young children is good. The staff create a very positive and friendly environment for learning and play, particularly indoors, and are skilled at ensuring that all children are accepted as individuals whatever their difficulty or disability. As a result, children enjoy their time in Sunbeams and have great fun. The setting promotes children's safety exceptionally well. Good leadership and management ensure that the provision runs smoothly and has good capacity to improve further. Partnership with the local school is strong and this adds significant support to children's learning and enjoyment. Parents are very complimentary about the provision. Many of them are involved with their children's learning and development although the setting provides little guidance to help them do this.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- implement plans to improve and expand on the opportunities for children to use the outside facilities to enhance their learning and development
- give greater support for parents so that they are more involved in helping their children learn and develop.

The leadership and management of the early years provision

The manager is very well supported by the owners. Roles and responsibilities are clearly defined and the manager leads the small staff team by positive example. The staff are well qualified and skilfully put their knowledge into practice to ensure the smooth running of the setting and the consistent care that the children receive. A comprehensive range of written policies and procedures is in place. These are well understood by the staff and appropriately shared with parents. Staff are keen to strengthen their knowledge in relation to their designated roles. They work well as a team and meet regularly to discuss areas for improvement and plan activities, taking the views of parents and children into account. Tracking and assessment systems linked to individuals' progress and personal development is good so that children make good progress from their starting points.

Mutually respectful relationships are evident between parents and staff, and parents are encouraged to share information about their child's welfare. As a result staff are able to understand and provide additional support for children who may be experiencing difficulties. Newsletters and diaries are used to keep parents informed but staff give little advice to parents about how they can support their child's learning and development.

Excellent safeguarding policies are in place and they are very effectively implemented to ensure that all children are well protected. Rigorous risk assessments are completed prior to outings and ongoing safety checks compliment the formal risk assessment for the setting. Robust measures check the staff's suitability to work with children and these ensure that children feel safe and secure.

The quality and standards of the early years provision

Children are well settled and display high levels of self-confidence and self-esteem. Children of all ages develop increasing independence and make meaningful choices about how they spend their time. They form secure attachments with both adults and their peers. Older children show care for others, for example, by inviting a child who is at the early stage of learning English to join in with their play. Most children demonstrate a strong sense of belonging. They decide when they want to have their healthy snack and the older children serve their own lunches which are cooked from local produce. Children respond very well to advice towards their own safety and they are fully aware of regular fire drills and evacuation routines.

The staff plan a broad and balanced curriculum which helps children make good progress. The environment for working and play is consistently good and there is a wide range of learning and play resources available in all rooms. The setting has plans to extend the outdoor facilities and provision which are currently a little limited. Staff use many of the questions that they ask of children most effectively to encourage their speaking and thinking skills. They encourage children to become active learners and provide them with many opportunities to develop and acquire new physical skills.

Written records of children's efforts and endeavours are good and used well to prepare them for their next steps of development. Children's key workers have good systems for recording work and as a result they are able to track each child's progress in all areas of learning. Longer term assessments and evaluations of children's progress are used well to provide an overview of attainment by the time they transfer into school. There is a consistent buzz of activity in this setting and children demonstrate good attitudes and behaviour. Most children make a good contribution to the active and enriched environment. The setting's positive promotion towards children's future development and learning is of good quality.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met