

Sunbeams Day Nursery

Inspection report for early years provision

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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 was established in 1997 and is sited in a former Victorian primary school near the centre of the town of Mitcheldean, Gloucestershire. It is registered on the Early Years register and the compulsory and voluntary parts of the Childcare register. The nursery has links with the Early Years Foundation Stage provision in Mitcheldean Endowed Primary School. Children are accommodated in four rooms, with babies, toddlers and pre-school children having separate facilities. All children share access to a secure enclosed outside play area. The premises are owned and managed by a qualified primary and early years teacher. The nursery operates all year round, excluding bank holidays, Monday to Friday, from 07:30 until 17:30. A maximum of 68 children may attend the nursery at any one time. There are currently 90 children on roll, all of which are in the early years age group. This also includes some after school children. There are 30 three and four-year-old children who are in receipt of funding. Currently there are 16 members of staff who work directly with the children; of these 13 hold appropriate early years qualifications. The nursery receives support from the Early Years Development and Childcare Partnership. The setting has no disabled access because it is situated in a Victorian building. It can provide support for children who have learning difficulties, or who are learning English as an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. This setting has good capacity to improve further. Children in the Early Years Foundation Stage make good progress because the setting is well led and managed, and because all adults provide an excellent level of care for them. Adults work well as a team and with parents. The setting is inclusive, and children enjoy their learning in a secure environment. The setting meets fully the needs of children. They enjoy the time they spend with their friends and make particularly good progress in their social development.

What steps need to be taken to improve provision further?

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

- develop a system for sharing more detailed information about children's progress with their parents
- display numbers and letters in the indoor and outdoor areas so that children can become familiar with them during their free choice play
- provide a specific writing area so that children can develop a greater interest in mark making
- develop a system for children's tracking development which enables rates of progress to be measured

The leadership and management of the early years provision

The setting is well led and managed. The leader has established a strong team of adults who work well together to provide a stimulating and safe environment for the children. They are well qualified and they update their training frequently, for example, in new assessment procedures. There has been significant improvement since the last inspection, for example, in developing the outdoor area. Through ongoing self-evaluation further areas for improvement have been identified. Consequently, the capacity of the setting to continue to improve is good. There are sound policies, rigorous procedures and well established routines to ensure that the children are safe and secure at all times. The setting runs smoothly on a day-to-day basis. New staff are vetted and given a good induction. There is an appropriate ratio of adults to care for the children at all times and possible risks are managed well. The older children understand how to evacuate the building in an emergency and explain what they know about their personal safety. Doors are kept locked and the children are closely supervised when they are playing outdoors. There are good signing in routines and a secure system for times when parents need another adult to collect a child in an emergency.

There are good links with parents, who speak highly of the provision. They feel that their children are safe and well cared for. There is a notice-board for useful information and regular newsletters. Parents feel that their children grow in confidence and develop good social skills. They feel well supported by the setting. For example, with helpful advice to tackle speech problems. Parents feel involved because they can share information with the key workers. They are kept up to date with what is going on and how their children are progressing informally, for example, when leaving or collecting their children. However, there is no system for providing parents with regular written information about progress, or for holding regular meetings. There is no system for consulting parents about their views on the provision.

There are plans to develop the system for recording and tracking the children's progress so that this can be shared with parents and with the primary schools the children move on to. The setting is inclusive and it works closely with other agencies to support children who may have particular difficulties. Resources are of good quality and meet the children's needs well. The accommodation is used well, with rooms allocated for different purposes and adults are not daunted by the slight limitations imposed on them by being in a very old building. Each child has a key worker but all adults are involved in assessing and observing the children. This assessment is recorded, and used to plan the next steps in learning and development. Activities are provided across all areas of learning, both indoors and outside. Adults take careful note of the children's particular interests when they have free choice of activity, and from these interests adults plan further learning opportunities. Activities are planned around a main theme, often chosen by the older children, for example, pirates or castles, so that children make links and develop specific vocabulary. Observations and assessments are made so that there is a record of what children have achieved and adults have high aspirations. Although good records are kept, the monitoring of children's progress is under-

developed, so that adults cannot compare progress in different aspects of development, or compare the rates of progress made by different groups of children.

The quality and standards of the early years provision

The provision is good and of a high standard. Adults have high expectations of the children, they respect their views and show great concern for their safety and well-being. Consequently, children are happy, well behaved and well motivated to learn. They enjoy coming to school and settle quickly. They listen to adults and to one another, and they learn to share and to take turns. They respect the resources which are provided for them. These are wide ranging, of good quality and are easily accessible. They take pride in their environment and like telling visitors about the displays of their art and creative work in the classrooms. Children are praised for their achievements and grow in confidence. They join in eagerly with familiar songs and actions. They enjoy puzzles, books and construction sets. There is good provision for role play so that they develop their imagination and speaking skills. This area changes according to the theme of the week's activities. There are opportunities for developing children's physical skills indoors and outdoors. There is a good balance of adult led activities and ones which the children choose for themselves. They begin to learn about other cultures and beliefs because they have a good range of books, and they talk about special times such as Mother's Day and Chinese New Year. The classrooms are stimulating and displays celebrate what children have achieved, but there are no displays which help children to learn letters or numbers, either indoors or in the outdoor area. There are limited opportunities for children to develop their writing skills through mark making.

Children feel involved in planning what they do because adults follow their interests and preferences. Adults make regular observations of children's learning and development from which they plan their next steps in learning. They keep good records including photographs and these are available to parents. Pupils with specific needs are well supported so that they make good progress from their starting points. Children's progress is recorded but not monitored closely to identify any gaps in their learning.

Children learn about healthy eating because they enjoy healthy snacks and have free access to drinking water. They understand the importance of personal hygiene, and wash their hands before eating and after using the toilet. They know that they must use sun protection cream when they are playing outdoors on sunny days. They are encouraged to become more independent. For example, they pour their own drinks instead of having an adult pour for them. They take some responsibility for helping to clear away. Lunch and snack times are calm, sociable occasions, and adults support the children well in developing good manners and habits. The youngest children are closely monitored while they sleep and there are hygienic nappy changing facilities. Information about their routines is shared with parents and there is a good procedure for advising parents of any accidents. Care is taken to avoid the spread of infection.

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?	2

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?	2
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

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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