

Sunbeams Day Nursery

Inspection report for early years provision

Unique reference number 136091
Inspection date 26/08/2009
Inspector Hilary Elizabeth Tierney

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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).

Description of the setting

Sunbeams Day Nursery is privately owned and was established in 1999. It is located at the end of a rank of shops in Downend, South Gloucestershire. The provider is on the Early Years Register. There are three main play rooms. Babies are located in the first room, children from two to three years in the second and the third room is for pre-school children. There is a separate sleep room and a room for physical play. To the rear of the property, there is an enclosed area for outside play. An office is available for confidential discussion with parents.

The nursery is registered to care for a maximum of 39 children in the early years age group, of these no more than 12 may be under two years at any one time. There are currently 52 children on the register. The nursery offers support to children for whom English is an additional language and for children with special educational needs and/or disabilities. Children attend the nursery from around the Bristol area.

There are 15 members of staff, 12 of whom work directly with children. All but two members of staff hold a relevant child care qualification, which includes one with Qualified Teacher Status, who is working towards Early Years Professional Status. The owner has achieved Early Years Professional Status and occasionally works with the children.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. All children are included and well occupied; they are willing and eager to learn. Good interactions between children and staff help them to learn and they are progressing well in all areas of learning and development. Children are happy, confident and enjoy their time at the setting. Staff work well as a team and good leadership has helped in the self-evaluation process. The partnership with parents is good, with detailed information shared with them, easy access to policies and procedures, details of their child's day and the activities they have taken part in.

What steps need to be taken to improve provision further?

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

- develop risk assessments further with particular attention to individual outings to help keep children safe when away from the premises
- consider the use of a second key person for children so when the main key person is away there is a familiar and trusted person who knows the child well

The leadership and management of the early years provision

Children are safeguarded effectively and staff are vigilant in their supervision of them, but still allow the older children to develop their independence, for example, when hand washing, visiting the toilet and encouraging them to help set the tables at lunch and tea times. Risk assessments have been put in place, but require more detail to ensure they cover all aspects of the environment and individual outings. Staff are clear about child protection procedures and clear records of children's existing injuries are recorded and shared with parents. Gates around the nursery prevent children accessing areas unsupervised. Regular fire drills are completed and details of them recorded. All parental written permissions are in place and clear records of any medication administered to children or any accidents that may occur are kept. Sleeping babies are regularly checked and a chart is kept of checks made. Older children who require a rest have a quiet room to sleep in and are supervised constantly by a member of staff.

There is a good partnership with parents. Detailed information is shared with them regularly on collection of their children. Regular newsletters and a large whiteboard in the entrance hall ensures they are kept up-to-date with activities provided and any forthcoming events. Staff regularly share children's learning journeys with parents and will arrange home visits with children and parents if the need arises. Parents spoken to all had positive comments about the staff and information that is shared, all were aware of who their child's key person is and who to approach should they have any concerns. All parents spoken to were complimentary about the new manager and how she has implemented changes.

The self-evaluation process has developed extremely well since the new manager joined the team, with areas for improvement identified and clear, detailed action plans in place. Some of these have already been actioned successfully, for example, encouraging children to serve themselves at lunchtimes and changes to planning, observations and assessment paperwork to ensure that links between them are clearer.

The quality and standards of the early years provision

Children have a lovely time at the setting; they are active and eager to learn. Children are progressing well in all areas of learning and new systems for recording observations and developing the planning of activities are working well to help staff identify children's starting points and their next steps. Older children have opportunities to develop their creative skills with easy, free access to a range of resources such as pens, crayons, scissors, glue and different materials to help them design their own work. Children enjoy role play with a lovely area with dressing up clothes and a home corner. Staff encourage children to make choices for themselves during the sessions and good open-ended questions encourage children to think and problem solve. Children enjoy being helpers and were observed helping set the table for lunch time, with a table cloth, vase of flowers and cutlery. Children are given jobs of handing out the plates and the cutlery to the others. The children are encouraged to serve themselves from the large bowls

that the food comes in. Children are very social and talk happily with staff and each other as they eat together. All staff eat with the children which helps to encourage good table manners. Interactions between the children and staff are good with plenty of praise and encouragement offered regularly and the children respond with good behaviour.

Younger children have settled quickly into the setting and the key person system works well in helping children settle. However, when the main key person is off, there is no second key person in place for the child to relate to. Younger children have a lovely bright room to play in with many easily accessible resources including treasure baskets and lots of natural items, including pots and pans, metal trays, wooden spoons and pine cones. Children were observed having a lovely time with the metal trays, banging them on the floor and making a very loud noise, laughing as the staff responded to them. Younger children sleep according to their needs. The younger children are happy, confident and safe as they play, staff are good at offering reassurance to children if they are unsure. There are good interactions between staff and the younger children. The children are spoken to constantly by staff as they play. Staff in all areas of the nursery show genuine care and affection towards the children and they know their key children very well.

Children are learning good personal hygiene. They are encouraged to wash their hands before meals, after being outside and using the toilet. Older children understand the reasons for hand washing. Children have healthy snacks and are able to help themselves from the snack bar. When staff serve the meals, they ensure they wear aprons and wash their hands before serving. Drinks are available for older children and younger children have drinks regularly offered to them. All children have regular access to fresh air and exercise in the garden where they enjoy a variety of activities. Children were observed having a lovely time playing on bikes, in the sand and using a cargo net as camouflage. They have large tyres that they are able to climb on and inside, smaller car tyres are used for rolling and making towers, children were observed having a great time rolling these around the garden area. Some younger children were observed having a lovely time pulling on a mobile hanging from a line and making the wind chimes make a noise. Children are able to experience all weathers as staff ensure they are dressed appropriately to go outside, they were seen enjoying going outside in the rain. Staff are good role models and work hard to ensure the children have a good time at the setting.

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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