

# Sunbeams Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY311912

**Inspection date**

09/09/2010

**Inspector**

Ruth Thrasher

**Setting address**

74 Peverell Park Road, Plymouth, Devon, PL3 4ND

**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## Description of the setting

Sunbeams Day Nursery has been established since 1991. The present owner has managed the nursery since 2005. It operates from an end of terrace house in a largely residential area of Plymouth. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery occupies all three floors of the building, with office and staff facilities on the top floor; under twos are on the first floor and older children are on the ground floor. Access is by stairs to the first and second floors. Children have access to a small enclosed outdoor play area. The nursery is open each weekday from 7.30 am to 6.00 pm all year round.

A maximum of 32 children aged from birth to under eight years may attend the nursery at any one time. There are currently 60 children on roll aged from birth to under five years. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs nine staff to work with the children, all of whom have early years qualifications at level 2 or above. The manager has a level 4 qualification, four staff have a level 3 and two are currently working towards Early Years Professional Status. The nursery is a member of the National Day Nurseries Association and is starting the Bristol Standard quality assurance scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff demonstrate good knowledge of each child's needs and the nursery environment is well planned to promote children's learning and development. The partnerships with parents and other agencies are generally well developed to support children's learning. Overall, policies and procedures are implemented appropriately to keep children safe and secure. Children enjoy learning about their locality through regular outings, including visits to the local park and library. The staff and management team regularly reflect and evaluate their practice and have a strong vision and ambition to improve the service they provide through continued professional development and improvements to the nursery.

## What steps need to be taken to improve provision further?

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

- improve the implementation of the risk assessment to ensure that good hygiene is promoted throughout the nursery
- develop the methods of recording and assessing children's achievements,

sharing this information with parents and agreeing ways of working together to extend children's learning.

## **The effectiveness of leadership and management of the early years provision**

There are a range of procedures in place to keep children safe and secure within the nursery. All staff have an up to date Criminal Records Bureau check and there are robust procedures in place to ensure the suitability of adults coming into contact with children. The premises are secure and finger print recognition is used for parents and carers to gain access to the nursery. Staff have received training in safeguarding and are aware of procedures to ensure concerns are identified and referred to the appropriate authorities.

The current manager has been in post for about 18 months and during that time has overseen a number of improvements to the provision. The baby rooms have been opened up by providing an archway between the two rooms to enable free flow, and the nursery has been painted more neutral shades, which staff feel has had a positive impact on children's behaviour. Staff are keen to learn from other providers and have undertaken visits to 'open door' settings and bring in fresh ideas. They contribute to the self-evaluation process and reflect critically on their practice, using the support of the local authority and other agencies to help them develop the quality of their provision.

The nursery staff listen to the views of parents. They have set up a parents' support group and have acted on suggestions from this group. Parents report that the staff are approachable and communicate information about their child on a daily basis and at parents' meetings. Parents are happy with the progress their children are making generally, and there are opportunities for them to contribute to the assessment process and extend their child's learning at home, but these systems lack rigor. The nursery is keen to promote partnership working with other settings delivering the Early Years Foundation Stage that the children attend. They have developed good relationships with some of these and with outside agencies.

The nursery is well resourced and careful thought has been given to the organisation of space and the layout of equipment to ensure that children have maximum benefit from their environment. For example, the baby unit has been much improved by opening up the rooms and providing a separate sleep room with new cots. Resources are attractively presented to enable children to access a good range of equipment to support their play and are regularly refreshed.

The nursery encourages the use of British Sign Language with all the children as an aid to communication. They find babies respond well to this and it helps children who are unable to communicate their wishes verbally. The management encourages inclusive practice by ensuring the needs of all children are met, working with other professionals and agencies to ensure children get the support they need.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their time in the nursery and flexible arrangements are in place to enable parents to settle their children so that they can leave them with confidence, happily engaged in activities. They are able to choose what they want to do and whether they want to play indoors or out for a good part of the session. Wet weather clothing is provided to enable them to play outdoors whatever the weather. A cook is employed to provide a home cooked lunch. There is a plentiful supply of fresh fruit and healthy foods for snacks.

Children's safety is promoted as risk assessments are completed including a new one for each outing. There are policies and procedures in place to promote children's health and well-being, for example, there is a 'no outdoor shoes rule' in the baby area. Staff promote hygiene well by encouraging children to wash their hands very thoroughly before meals and they use disposable gloves when serving food and changing nappies, but the systems to support hygiene, at times, are less effective. For example, procedures to access hot water supplies are not implemented swiftly and carpets throughout the nursery appear stained and lack freshness.

Children behave well as they are aware of the expectations of staff, such as being polite and respectful towards others. They are able to burn off energy outside and during visits to the local park, where they can engage in more physical activities. The learning environment is continued in the outside area, with opportunities for mark making, water play and balancing. There is lots of laughter and encouragement of language in the baby unit where children love to look through window and spot a bird or a red or blue car.

Children are able to self-select resources appropriate to their interests and abilities and staff are well deployed to support and extend their learning. The children self-register as they arrive and the current theme is rockets and space. This has clearly inspired the children as one child was observed engrossed in a book about the stars and a number of children had spontaneously decided to make models of robots from recycled materials. Children's work, such as the robots and the 'Gruffalo' pictures, is clearly individual and displayed to promote children's self-esteem.

Staff have good knowledge of each child's interests and use this information and their observations to plan the next steps in the children's learning and to ensure they have sufficient challenge. For example, a child's interest in animals is extended to promote learning in other areas. Staff observed that children enjoyed counting the fish so moved the fish tank next to the area where the resources are stored to support numeracy, so they can count the fish and match the numbers.

Children's learning is well supported because staff plan a wide range of activities both indoors and out. Staff are developing their evaluation of activities to ensure that all areas of learning receive sufficient focus. The systems for observing and assessing children's progress have been simplified to free up staff time for

interacting directly with the children, and staff are now working towards drawing these together into the children's records of their learning journeys.

Children are becoming familiar with technology as they have the use of a laptop and listen to soundtracks. They develop skills for the future as they enjoy their learning and have good relationships with the adults around them. They learn about the wider world through outings to the local library, old people's home and a Chinese supermarket.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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