

Sunbeams Day Nursery

Inspection report for early years provision

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Inspector Karen Prager

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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*.

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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, a separate sleep room and a room currently used for physical play. There is also an enclosed area for outside play. A room 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 46 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 10 members of staff. All staff hold a relevant child care qualification, which includes three with Qualified Teacher Status, two of whom also have Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play well in a well resourced, stimulating and accessible environment. The staff create a very positive and friendly environment for learning and play, particularly indoors, and ensure that all children are accepted as individuals. As a result, children enjoy their time in the nursery. The setting promotes children's safety well. Good leadership and management ensure that the provision runs smoothly and has good capacity to improve further. The staff recognise the value of partnerships with parents and others and have identified the importance of extending the existing links to further support children's learning and development.

What steps need to be taken to improve provision further?

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

- increase children's knowledge and understanding of the world through additional outings and visitors into the setting
- provide increased opportunities for children to spend time outdoors, engaged in varied and challenging activities
- further develop communication with parents and other settings attended by the children in order to ensure continuity and cohesion in children's learning and development

The effectiveness of leadership and management of the early years provision

Children are kept safe as safeguarding is given a high priority within the nursery. Robust recruitment procedures ensure that all staff working with children are suitable to do so. There is a clear line of responsibility for reporting any concerns about children's welfare. Staff have attended training in safeguarding and as a result are clear about their duty to report such concerns. The staff work well together. The owner and manager place high importance on continual evaluation across the nursery. The manager ensures that all staff are involved in the reviewing the provision for children. Consequently, strengths are recognised and areas for improvement identified and prioritised on an ongoing basis. There is also a high value placed on training to ensure staff's practice continues to improve.

The environment is well-organised and safe. Staff undertake daily safety checks of the indoors and outdoor area to assess any potential hazards and take steps to minimise these. The nursery is made welcoming for parents and children. Information is displayed in the entrance providing valuable information to parents. The play rooms are brightly decorated with colourful posters and displays of children's art. The play rooms are set out to ensure children of all ages have easy access to resources. Babies select toys, largely from the wide range set out ready for them. Older children are frequently seen to select toys from the clearly labelled boxes. This accessible storage also enables children to more readily tidy away which they do willingly and supports them in helping to take responsibility for their play space.

Parents are very complimentary about the provision. They tell of a friendly staff team who work well together and provide valuable feedback about their children's development. Staff complete daily contact sheets which are given to the parents at the end of the day. Children's development files are placed at a low level so children as well as adults can access them, and find pictures of themselves engaged in activities. Periodic summaries of children's development and their next steps are provided to parents and meetings are arranged which provide a more formal opportunity to share what is known about the child. The nursery has established some dialogue with other early years settings that the children attend, though this is not of a consistently high quality.

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

Children are secure and display high levels of self-confidence and self-esteem. Most children settle very well at the start of their day. Those that are less keen to leave their parents very promptly engage in their chosen activity and tears quickly turn to smiles. 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. Most children demonstrate a strong sense of belonging. They decide when they want to have their healthy snack and

hang up their apron after painting without being prompted. Children respond very well to advice towards their own safety and they regularly practise fire drills and evacuation routines.

Children make good progress. Each child has a key person assigned to them who comes to know them well. The small staff team ensures that this knowledge about children is readily shared and children receive consistent care should their key person be unavailable. There is a well established system in place for recording observations and assessments in all six areas of learning. These are then used to plan a wide range of activities to match the ability and interests of the children. Staff are currently adapting these to ensure that there is a more easily identified tracking of children's progress across all areas of learning. Staff support children well in their play, asking appropriate questions and displaying a good understanding of the children and a knowledge about their home life. 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 children show enthusiasm in joining in with activities. Staff respond to children's interest, for example providing materials to create a rocket for a child who is interested in space, and later in the day all children 'travel' to the moon where they eat their afternoon snack. This actively engages all children and the staff in role play and they make links with their knowledge of a familiar story book.

Children sit together at meal times. They demonstrate increasing levels of independence as they take it in turn to be 'helper of the day'. Children are encouraged to serve their own food and pour their own drink gaining a good level of independence. Specific diets are well managed and all children are seen to enjoy their food. Children learn about how to keep themselves healthy through staff providing good role models and reminders of appropriate routines. Staff who change babies nappies wear aprons and ensure that surfaces are kept clean. Older children wash their hands with increasing competence and a hand washing song makes this an enjoyable and memorable activity. The manager ensures that all staff undertake first aid training which enables them to give appropriate care to children if required.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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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