

Sunbeams Private Day Nursery

Inspection report for early years provision

Unique reference number 512730
Inspection date 07/03/2011
Inspector Jim Bostock

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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 Private Day Nursery was registered in 2001 and is run by a limited company. It operates from four rooms in the main nursery building and a room in the school annexe of Austhorpe Primary School, in a residential suburb to the East of Leeds. Children have access to two secure enclosed outdoor play areas. A maximum of 92 children from birth to five years of age may attend the setting at any one time and of these, not more than 21 may be under two years at any one time. The setting is open from 7.45am to 6pm, Monday to Friday, except Bank Holidays and one week over the Christmas holiday period.

There are currently 119 children on roll who are all within the early years age range. Of these, 45 are in receipt of funding for early education. The setting provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 23 members of staff who work directly with the children. Of these, the manager holds a relevant qualification at level 4, one is working towards level 4, 16 hold a qualification at level 3 and 3 hold a qualification at level 2, all in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time in this welcoming and inclusive setting where their individual development needs are exceptionally well met. They make excellent progress in their learning and are enthusiastic, eager, and motivated learners. The well-established staff team are highly knowledgeable and experienced and they ensure that most of the wide range of play resources are freely accessible to children. They implement an extensive range of policies, procedures and systems of self-evaluation which promote children's safety and welfare to an excellent standard. The innovative approach to child-centred learning is implemented enthusiastically by all staff who strive to attain continuous improvement to the quality of their service. This is supported by outstanding partnerships with parents, carers and other early years professionals.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- maximise opportunities for all children to freely access resources, with regards to information and communication technology and positive images of difference and diversity.

The effectiveness of leadership and management of the early years provision

Excellent systems are in place to ensure the suitability of staff, including appropriate vetting checks, comprehensive induction programmes and ongoing systems of supervision and appraisal. Staff attend relevant training regarding safeguarding children and protecting them from harm, ensuring they are able to take prompt action if they have any concerns about children's welfare.

Comprehensive records, policies and procedures are in place and shared with parents and carers. Methods of promoting safety for children and all users of the centre, such as extensive risk assessments, are well established. The excellent promotion of equality and diversity is embedded throughout all staff practice. For example, the inclusion of children who have special educational needs and/or disabilities and those who speak English as an additional language is extremely effective. In addition, the educational programmes support children's learning about diversity in highly meaningful ways. Staff deployment is excellent and both the indoor and outdoor play areas offer a stimulating and challenging learning environment for children. Most of the wide range of play resources are freely accessible to children, with the minor exception of those that reflect information and communication technology and positive images of difference and diversity.

Excellent systems are in place to evaluate the educational programmes offered and a thorough and realistic self-evaluation of the setting has been completed by staff. In addition, the needs of all users are considered as excellent parent and carer, and children's, questionnaires are evaluated and used to inform future planning. Driving improvement is excellent because it is embedded in all practice. As a result, all the recommendations raised at the last inspection have been fully met. Engagement with parents and carers and working in partnership with other early years professionals is exceptionally well organised. For example, staff have excellent assessments of children's progress from the 'On Track' system which is used very effectively and shared with parents, carers and other services to promote children's development. As a result, the individual needs of all children are exceptionally well catered for. Parents spoken to during the inspection report that communication between themselves and staff is excellent. They feel that their children are safe, have good relationships with staff and are very happy while attending the setting.

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

Children make excellent progress in all areas of learning. They are confident learners who make full use of their learning environment. They work independently and enjoy both free play and group activities. Children benefit from highly sociable meal and snack times where staff and children sit in small groups, holding conversations and creating a relaxed atmosphere. For example, children spontaneously start singing while they are together at lunchtime and know all the words of the song. Children's behaviour is excellent, they share and take turns,

and younger children are supported very well by staff in learning these expectations. They respond extremely well to established routines and enjoy taking responsibility for their environment as they help set the table for lunch. Children's language skills are enhanced as staff engage all children in an extensive range of conversations and ask questions that make them think. Younger children have excellent opportunities to develop their speaking and listening skills. For example, staff are attuned to the language attempts and gestures of younger children and babies. They speak clearly to children, for example, when giving verbal directions. Children of all ages use books purposefully for pleasure. They enjoy extensive opportunities to count and make calculations and staff use every day opportunities, such as the number of cups on a table, to help children count and work out if there are enough for all the children present. Children are developing outstanding writing skills. For example, younger children make purposeful marks and older children create representational drawings of people and add emergent writing.

Children adopt healthy lifestyles as they have excellent opportunities to experience fresh air and exercise throughout the day. The outdoor play areas are vibrant, colourful and provide a comprehensive learning experience for children who love going out to play. They make healthy choices at mealtimes regarding foods they would like to eat and younger children are supported well in developing their feeding skills. Children are helped to feel safe as staff offer constant support and guidance. As a result children confidently seek comfort from staff if they are upset and younger children are offered lots of cuddles, helping them feel secure. Children interact positively with each other and staff, showing excellent relationships as they play, talk and laugh together. Children have outstanding opportunities to develop their skills for the future. This is evident in the broad range of exciting activities and ethos of child centred learning. In addition the setting utilises highly effective systems of monitoring children's progress and planning to ensure the individual learning and developmental needs of each child are exceptionally well met.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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