

Sunbeams Educare Limited

Inspection report for early years provision

Unique reference number

EY430371

Inspection date

31/10/2011

Inspector

Gill Thornton

Setting address

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Type of setting

Childcare - Non-Domestic

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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 Educare Ltd is a privately owned nursery. Registration at the premises was originally with joint ownership in May 2007 and it re-registered as a limited company in October 2011. The nursery operates from the Scout and Guide Hall in the market town of Beccles. All children have access to a secure enclosed outdoor play area. The nursery opens on Monday from 9.15am to 3.45pm, Tuesday, Thursday and Friday from 9.15am to 1.15pm and Wednesday from 9.15am to 12.15pm during term time only.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare register. A maximum of 24 children aged between two and five years may attend the nursery at any one time. There are currently 46 children in the early years age group on roll. Children attend for a variety of sessions and come from Beccles and the surrounding areas. The nursery supports children with special educational needs and/or disabilities.

The two nursery managers employ a further five members of staff. All staff hold Level 3 early years qualifications and one nursery manager holds a foundation degree in early years and is working towards a BA (hons) degree in children's care, learning and development. The other manager is working towards a foundation degree in early years. The nursery receives support from the local authority. The nursery provides funded early education for three and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children engage in a superb variety of rich and stimulating play and learning experiences in this vibrant nursery. The creative and enthusiastic staff team work harmoniously to care for the children, support their play and enhance their learning and development. Inclusive practice is actively promoted and each child's individuality is embraced and valued. Highly effective partnerships with parents and carers and other agencies ensure children's individual needs are well met and their protection assured. Rigorous, ongoing self-evaluation ensures exemplary high quality provision across all areas and promotes continuous improvement.

What steps need to be taken to improve provision further?

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

- extending systems of sharing information with other settings delivering the Early Years Foundation Stage to further progression and continuity of children's care and learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is assured because there is a comprehensive awareness of safeguarding issues amongst the staff within the nursery at all levels. Robust recruitment and vetting procedures ensure staff's suitability to work with children, and all staff have attended safeguarding children training. Staff make effective use of up-to-date risk assessments to ensure that all areas used by the children are very safe and secure. They carry out extensive safety checks at the start of each day and follow exemplary procedures to ensure children are able to move safely around the indoor and outdoor environment.

The managers have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. Strategies for ensuring all groups of children are included and make excellent progress in their learning and development are exceptional in meeting children's individual learning styles. For example, the outside area provides challenging and vibrant learning experiences which engage and inspire all children. Self-evaluation includes the views of parents, staff and outside agencies, and reflects rigorous monitoring and searching analysis of what the nursery does well and what needs to improve. As a result action taken is well targeted and has significant impact on sustained improvement.

The managers are exceptionally successful in inspiring staff and setting high standards which are embedded across all areas of practice. As a result, outcomes in children's achievement and well-being are exceptionally high. Children's health, safety and well-being are meticulously promoted by the robust and consistent implementation of policies, procedures and practices which reflect the requirements of the Early Years Foundation Stage. Excellent teaching methods and exceptional use of questioning skills promote children's learning and development in all areas. Excellent outcomes are clearly attributed to the use of high quality furniture, equipment and resources, combined with effective staff deployment within the indoor and outdoor environment. Staff use their exceptional knowledge of how children learn to ensure the environment is accessible and conducive to learning.

The nursery has highly positive relationships with parents and carers who are heavily involved in reviewing the running of the nursery. Their suggestions and ideas are readily taken on board to enhance the provision and outcomes for children. Parents and carers are well informed about all aspects of their own children's achievement, well-being and development. The nursery provides tailored guidance and information about precise ways parents and carers can support their children's learning and development. These include parent network meetings and home visits prior to their children starting at the nursery. As a result, each child is well-supported in making significant progress towards the early learning goals. The nursery liaises well with other professionals and external agencies to ensure each child receives the support they need to fully promote their learning, development and welfare. Some systems of communication are in place to share information between other providers delivering the Early Years Foundation Stage.

Staff provide sensitive, individualised support for children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are very well met and that all children are fully included in the life of the setting. Children are able to contribute their views and suggestions about the provision, which they do with confidence, such as helping choose photographs to include in a leaflet for new children starting at the nursery or helping design and build the outdoor area.

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

Children are eager to attend and make significant progress in their learning. The highly stimulating and welcoming environment reflects the children's backgrounds and the wider community. The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Children have consistently good and often exceptional levels of achievement in relation to their starting points and capabilities. Most children demonstrate outstanding progress in developing skills that will help them in the future. They have numerous planned and spontaneous opportunities to develop their skills in communication, language and literacy. For example, children independently use writing as a means of recording and communicating using clipboards and notebooks in the indoor and outdoor environment. Most children competently use everyday technology to support their play and use excellent mouse skills to interact with age-appropriate computer software. Children play a dynamic role in their learning and offer their own ideas and respond to challenge with enthusiasm, for example, when trying to work out how best to build a tower of large bricks. Staff use effective strategies to encourage children to use their problem-solving, reasoning and numeracy skills during planned and spontaneous learning opportunities, such as while playing a target ball game with a group of children.

Children work extremely well independently, using their own initiative and develop excellent skills in working alongside their peers. For example, they offer their own ideas and suggestions while mixing mud and water in the digging area. Children show an excellent understanding of the standards of behaviour expected and apply them in order to keep themselves and others safe. They show care and concern for each other and are sensitive to each other's needs. For example, they spontaneously offer a child their comforter to help them settle, or invite them to ride on a bike with them. Children are confident to share their own ideas and experiences, such as during well-established circle time activities. They show an excellent understanding of responsibility within the nursery, for example, while enthusiastically helping to tidy up before snack time. Children adopt good personal hygiene routines and understand the importance of healthy eating, confidently choosing from a selection of healthy options at snack time.

Assessment through high quality observations is rigorous and the information gained is used effectively to plan individualised learning experiences firmly based

on children's current interests and abilities. As a result, children make excellent progress towards the early learning goals. All staff use excellent strategies to promote children's curiosity, imagination and problem-solving skills, for example, encouraging them to consider why aeroplanes can fly. Children engage in numerous opportunities to engage in a wide range of physical activities, both indoors and outside, and gain a secure understanding of the importance of regular exercise as part of a healthy lifestyle. The inspiring outdoor area provides children with an innovative range of activities across all six areas of learning. This particular meets the more boisterous learning styles of boys and enhances their learning experiences.

Well-established routines help all children develop an extremely strong sense of security and belonging within the nursery. As a result, children are confident, settle well and display high levels of self-esteem. Children's behaviour is exemplarily because staff give clear and consistent explanations and set appropriate boundaries of expected behaviour. As a result, children confidently settle simple disputes for themselves and they are confident to share concerns with their key person or other staff within the nursery. Their relationships with staff and each other are very strong. Staff effectively help children to learn to respect and tolerate each other's differences and they make the most of diversity through the use of positive imagery and everyday resources to help children learn about the society in which they live.

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	1
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	2
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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met