

Childcare @ Sunbeam

Inspection report for early years provision

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Inspector

June Rice

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

Childcare @ Sunbeam nursery is one of three charity owned provisions run by St George Lupset Limited and is committee run by voluntary directors and people from the local community. It opened in 2003 and operates from within the Sunbeam Children's Centre situated in Lupset, near Wakefield. The facility is open each weekday from 9am to 12pm, and 1pm to 4pm term time only. There is an enclosed area available for outdoor play and children have access to a sensory room. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 24 children at any one time, of whom none may be under 2 years. There are currently 42 children attending who are within the early years age range. The nursery serves the local area and has strong links with the school. The nursery employs four members of childcare staff. Of these, one holds a early years qualification at level 5, two at level 3 and one at level 2. The nursery receives support from the local authority. The nursery is also registered on the voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The leaders and managers are highly motivated and demonstrate an excellent attitude towards continued improvement. Self-evaluation is rigorous and actively contributes towards the quality of children's welfare, learning and enjoyment. Partnerships with parents, local schools and other agencies are a key strength and are significant in making sure that the needs of all children are effectively met, along with any additional support needs. This ensures children continue to make outstanding progress in relation to their starting points, in an environment in which they feel safe and secure.

What steps need to be taken to improve provision further?

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

- developing more opportunities for children to link letters and numbers to marks.

The effectiveness of leadership and management of the early years provision

The leaders and staff give utmost priority to the safeguarding of children. They have developed excellent partnerships with parents and other professionals which,

along with their highly comprehensive understanding of child protection procedures, ensure children are fully safeguarded. Robust recruitment procedures are in place and these include appropriate suitability checks and an induction period to ensure that people working with children are suitable. Access to the setting is secure, there is a record of all visitors and the excellent deployment of staff ensures children are never left unsupervised. The staff ensure that parents are provided with policies and procedures that include safeguarding and lost or uncollected children. The leaders are very active in providing opportunities for staff to continue to update their knowledge and understanding of child development and a wide variety of training courses have been attended since the last inspection. The variety of these training courses and learning experiences for staff significantly enhances the quality of care and education provided to children and continues to ensure that staff develop expert practice and remain highly motivated.

The leaders and managers expertly use self-evaluation and continuous self-reflection to monitor the effectiveness of the provision. This provides them with an excellent understanding of how well the setting works and ensures that they actively contribute to the individual needs of every child. Robust systems enable the staff to liaise extremely effectively with parents, other professionals and providers of early years to ensure children continue to make the best progress they can. For example, parents are invited to review childcare policies, receive regular newsletters and make good use of the open door policy. Working parents do not hesitate to contact the provision for updates and all parents are asked why they have chosen the nursery which provides an indication of what the parents' expectations are. Parents complete an 'All about me' booklet at the beginning of a placement and are invited to contribute to their children's progress records as well as being invited in periodically for a formal discussion. In discussion with parents the consensus is that they find these systems help to keep them fully involved with the care and learning their child receives.

The assessment of children's progress is rigorous and very clearly linked to the Early Years Foundation Stage. Parents have access to these records which are also shared with other early years providers and schools with their permission. Systems in place actively support children through their transition to nursery and include visits to their new learning environment and introductions to their teachers and new classmates. This has a very positive effect on children's learning and well-being. Children learn a positive attitude towards others through an environment that reflects the wider world and children's own communities. For example, a wide range of books, photographs, role-play equipment and activities prompt children to ask questions and learn about differences. The well-organised environment ensures all children are able to safely and independently select a rich, varied and imaginative range of resources that are not gender biased and are age and stage appropriate providing optimal challenges. The leaders and managers have a first class understanding of their role and responsibility to ensure all children continue to achieve as well as they can and this includes the systems to help identify and support children who have special educational needs and/or disabilities.

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

Children are learning about keeping safe through their daily routine, activities and discussion. They learn about road safety and stranger danger and are included in regular emergency evacuation practises to help them learn how to deal with emergency situations. During activities about people who help us children benefit from visits from the police and fire department. Children make their own road signs to show their understanding that signs show them how to stay safe. Good health and well-being is exceptionally well promoted. For example, robust procedures are rigorously implemented to prevent cross infection and excellent systems are in place to record medication, accidents and existing injuries. Children adopt healthy habits, they drink when they are thirsty and wash their hands before meals and after using the toilet independently. The provision very effectively promotes healthy eating through activities and the provision of freshly prepared, healthy snacks. For example, children plant, grow and tend vegetables then help to prepare them for use in their snacks. They use tomatoes to make tomato soup and tomato puree and to decorate home-made pizza. Outdoor activity is significantly enhanced because children independently access the outside play throughout the day and are provided with suitable clothing by the nursery during adverse weather conditions to ensure their enjoyment of the outside play area continues. Children also benefit from outings within their local environment and have use of the sensory room situated within the children's centre.

Children are encouraged to develop habits and behaviour appropriate to good learners. They are exceptionally well behaved and are friendly and courteous to each other. They participate in group activities where they have learnt to share, take turns and help each other. Children are encouraged to care for their environment and participate in activities, such as planting and growing, and use recycled materials for junk modelling. Their learning of the benefits of recycling is enhanced with the use of an eco friendly playhouse with solar panels, a water butt and recycling bins. The provision has a first class understanding of how children learn and staff are extremely knowledgeable about the abilities of the children they care for. This enables them to actively contribute to challenges that give children confidence in their abilities and help them to succeed. Children learn to use their physical skills through their complete enjoyment of the outside play area. They work a pulley and collect water for plants, confidently climb steps to the slide and walk across a bridge, showing good balancing skills. They run and chase each other and when they stop they are encouraged to listen to the pounding of their heart and talk about how exercise makes them feel.

Children benefit from an environment that promotes equality for all. They discuss and look at similarities and differences of different cultures. For example, they look at special days around the world including Eid and the Chinese New Year and look at the similarities, for example how the dragon is also part of the Polish heritage. Children enjoy learning about the Rastafarian culture looking at how they use the colours of red, green, yellow and black and listen to Jamaican music. Children's developing skills in language, numbers and colours are encouraged through the skilful questioning of staff. For example, when children talk about seeing a dog at

the weekend, their language is extended as they ask about the size of the dog and staff illustrate the difference between big and small with the use of their hands. Children are encouraged to solve problems and use mathematical language. Children use jigsaw matching cards to confidently count sets of pictures up to 18. They smile proudly and successfully meet the challenge of naming the numbers three, five, seven, eight, 17 and 18 and confidently find the matching number card. However, letter and number prompts are displayed well above children's height, and this prevents children from spontaneously making connections with letters and numbers while playing.

Children express themselves confidently through art. They proudly show off their paintings and describe what the picture is. They explain they are painting daddy, going on to say that it will dry while they are asleep and 'daddy will say what a lovely picture'. Children watch the effect of water when mixed with sand, they watch it swirl and show lots of concentration as they scoop sand into a small teapot, then carefully pour it into a large teapot saying they are 'filling it up'. When finished they try different ways to empty the pots they have filled, they drop it from a height, bang the sides and progress to tapping the top. They look up and offer the glass to show that it is empty and proudly say 'it's gone'. Children using the sensory room are intrigued as they watch the bubbles and different sized balls moving up and down in light tubes. They hold their face next to wall panel lights to watch changing colours more closely and hug the large tubular lights, feeling the warmth and vibration. Children use their imagination well. They collect dandelions and comment on the 'lovely colour, yellow' then turn to their friends and say 'lets collect some more so we can be princesses' before holding hands and running off around the garden laughing and smiling. Staff show they are very interested in what children say, and encourage them by asking simple questions. For example, when children say they are playing 'icebergs' they ask the group what they know about icebergs. They talk about the sky, fish and turning into a bird, and then burst into a rhyme they have made up. They smile as they hear the applause and staff saying they want to hear more.

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	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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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