

Sunbeams Day Nursery

Inspection report for early years provision

Unique reference number EY436239
Inspection date 30/05/2012
Inspector Ingrid Szczerban

Setting address 17 Field End Gardens, Halton, LEEDS, LS15 0QD

Telephone number 0113 2606957

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunbeams Day Nursery was registered in 2011 and is situated in the Halton area of Leeds. It is one of a group of three privately owned nurseries, the first of which was established in 2001. The nursery operates from a single-storey purpose-built building. There are four playrooms for children and outdoor play areas are available. Disabled access is provided throughout the building. The nursery is accessed by the main front door. Children from the local area and further afield attend.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum number of 70 children in the early years age range. There are currently 59 children on roll. The nursery is open from 7.30am until 6pm Monday to Friday, all year round except bank holidays and between Christmas and New Year. Educational funding for children of eligible age is provided. The nursery supports children with special educational needs and children who use English as an additional language.

There are six staff members including the manager. Of these, two hold National Vocational qualifications at level 3 in childcare, one has a level 4 qualification and one has the Early Years Professional Status. The other two are working towards a level 3 qualification. The nursery has links with the local authority, schools and local children's centres. The management team deliver an in-house quality assurance scheme across all three settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Superb attention is given to meeting the individual learning and development needs of children; they take part in an extensive range of activities and make excellent progress in their learning overall. Inclusive practice is promoted exceedingly well and children are very much valued and respected as individuals. There are robust systems in place to promote the welfare needs of children. Relationships with parents, carers, and links with external agencies, are second to none. The provider assesses the effectiveness of the setting very well indeed, and areas for improvement are accurately identified. An outstanding capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

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 further the opportunities for children to maximise their social skills.

The effectiveness of leadership and management of the early years provision

There are robust systems in place to promote the welfare needs of children. The staff team have undergone appropriate checks; the majority hold current first aid certificates and have completed training in safeguarding children so that they know how to deal with any concerns which may arise. Comprehensive written risk assessments are implemented most effectively to ensure that children remain safe and all potential hazards are minimised. For example, the impact-absorbing surface underneath the adventure play structure outside reduces the risk of a serious accident to children. All medication and accidents are meticulously recorded as well as injuries that are sustained by children at home. The policies and procedures are routinely evaluated, reviewed, signed and updated when needed.

Extremely effective leadership and management in the nursery results in a well-skilled and confident staff team which implements the requirements of the Early Years Foundation Stage and drives improvement exceptionally well. The exemplary organisation of space and resources meets all the children's individual needs and fully enables them to develop independence, make choices and ensures inclusion. For instance, the children are free to choose to be inside or outdoors and the staff are deployed effectively throughout. Children safely access resources which are all stored at their height, so they are very autonomous and supremely confident. All the toys and equipment used by children are of high quality, challenging and appropriate to the children's ages and stages of development.

Self-evaluation demonstrates rigorous monitoring of what the setting does well and areas for development. The evaluation process involves the whole of the staff team, parents, children, the owners and external agencies; all working together to substantially enrich children's experiences. Exemplary practices from the owners' other nurseries have been adopted to substantially benefit this new nursery. On-going training for staff is promoted and shared with the rest of the team very well in order to improve outcomes for children and their families. The shared daily dairies are used extensively by parents as well as staff, and innovative new ideas are introduced, such as, the use of an internet translation service to enable effective communication with non-English speaking parents.

Relationships with parents, carers, and links with external agencies, are outstanding. Key workers for the children gather highly detailed information from parents before their child starts to make settling-in as seamless as possible. Development files are freely accessible to parents and staff also share them with the children. Progress is discussed in-depth at parent evenings and they are welcomed into the nursery for stay and play sessions. Questionnaires are used to develop the service offered. For example, in response to parents request for more clarity about the Early Years Foundation Stage the staff arranged an information evening about it for parents. Parents and children are consulted regarding the on-going development of the outdoor provision. Excellent partnership working is established between the nursery staff, parents, speech and language therapists, children's centre staff, childminders, school staff and the local library. They work

harmoniously to share ideas and resources, and to provide tailored, learning-through-play experiences for children with special educational needs and those who use English as an additional language. This sharing of learning techniques between settings results in children making significant and rapid progress.

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

A rich, vibrant and varied environment, coupled with meticulous individual observations, assessments and plans, means that all children are eager to attend, show high levels of interest and make significant gains in their learning. An excellent key person system is established and the wishes and views of children and their parents are given utmost priority at all times. The staff motivate and inspire children with their enthusiasm and very effective questioning techniques. For example, when playing outside staff bring out a bag with bug boxes, magnifying glasses and labelled pictures of insects. They hunt for bugs in the shrubbery around the edge of the playground and ask children to describe how they appear once dropped into a magnifying box. Staff encourage children to compare the bugs with pictures so they can be identified before releasing them back into the undergrowth. So children learn about nature, and that print carries meaning.

Children are very well-behaved and relaxed in their relationships with staff overall. Those who experience spells of separation anxiety are cuddled by staff who sensitively acknowledge children's feelings and give reassurance to them that mummy always comes back, so they soon resume their play. Children learn good self-care skills; they wash their hands before eating, and serve and feed themselves. They sit well at the table for lunch, give out plates to each other and are shown how to use cutlery correctly. However, the staff do not eat with the children to role model this skill.

Stories and singing promote good language development and are thoroughly enjoyed by children of all ages. The babies love to copy the actions to songs and smile broadly as they wave their hands and stamp their feet. The lending library in the pre-school room allows parents to take books home to read and discuss with their child. Children communicate their needs effectively. They chat to each other as they play and babies use facial expressions and gestures to make known their feelings. The individual routines of babies are adhered to well so they feel emotionally secure; they rest and sleep according to their needs. Children's creativity and mark-making is highly valued. Their artwork is prominently displayed, they are encouraged in their music-making playing xylophones and staff help them to make dens outside. Children learn about shapes and counting through spontaneous adult-led activities outside, such as drawing circles and triangles on the ground with chalks.

Children love to be active and healthy lifestyles are promoted exceedingly well. The outdoor adventure-play structure, scooters and bikes provide excellent physical challenges so children have advanced climbing and balancing skills for their ages. Supervised risk-taking, such as using large climbing equipment helps

build children's confidence and find out what their bodies can do. Healthy, nutritious food is given to children and they help themselves to fresh water whenever they wish. They learn well about how to stay safe through discussions with staff about risk assessments, role play and visitors are invited to speak with children, such as fire and police officers to reinforce safety messages. Sun cream is applied, and hats are worn, to protect children from the harmful effects of the sun.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met