

Sunbeams Day Nursery

Manor House, 23 Bolton Old Road, Atherton, MANCHESTER, M46 9DF

Inspection date

Previous inspection date

28/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Staff regularly observe children and are aware of their likes and dislikes. Staff plan activities according to children's interests, so that they are engaged in their learning.
- Children are happy and settled. Relationships with staff are strong and secure attachments are made, which adequately supports children's emotional well-being.
- Staff have a secure knowledge of safeguarding, attending regular training events and liaising with other professionals. Risk assessments and daily safety sweeps support identification of potential risks. As a result, children are safe.
- Effective systems are in place to support children through transitions. Partnership working with parents and other professionals helps support children's needs.

It is not yet good because

- Assessment procedures are not yet fully effective and children's progress is not monitored rigorously. As a result, learning experiences do not always precisely match children's individual learning needs, which means that they make satisfactory, rather than good, progress.
- Partnerships with parents are developing but do not yet consistently support the identification of children's starting points on entry, in order to provide a secure basis from which to benchmark their progress.
- Self-evaluation does not routinely take into account the views of staff to ensure that they are fully involved in the development of the provision.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the provision's self-evaluation processes.

Inspector

Elisia Lee

Full Report

Information about the setting

Sunbeams Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a detached house in Atherton, Wigan. It is privately managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, two hold qualifications at level 4, four hold qualifications at level 3, two hold qualifications at level 2 and one member of staff is unqualified.

The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that assessment is consistently undertaken for each child and ensure that the next steps in children's development are clearly identified, to understand their achievements, interests and learning styles in order to shape learning experiences to precisely match each child's individual needs.

To further improve the quality of the early years provision the provider should:

- develop partnerships with parents further in order to better identify children's starting points in their learning on entry, in order to provide a secure basis from which to accurately monitor their progress
- extend self-evaluative practice so that it is rigorous and takes into account the views of staff, so as to analyse and self-challenge, to improve quality.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a satisfactory understanding of the Early Years Foundation Stage and use this knowledge to plan activities which adequately supports children in their learning and development and readiness for school. Activities are age appropriate and are based on children's interests which means that children are engaged in learning. Staff observe children while they play and are aware of children's likes and dislikes. Staff undertake some assessments of children, for example, the progress check at age two and summaries of learning when children move into full time education. However, staff do not consistently identify next steps in children's development and do not consistently assess and track children's progress. As a result, staff are unsure of children's developmental needs. This results in learning experiences not being fully in place to precisely match individual learning needs or to always provide developmentally appropriate activities.

Educational programmes cover the seven areas of learning and support children, as they move towards the early learning goals. Focussed activities support children in their learning and development. For example, children enjoy taking part in a music session where they explore making loud and quiet noises. Younger children make their needs known very well by pointing and imitating the sounds and language of staff caring for them. Children have opportunities to try out their early writing and drawing skills. For example, children draw patterns in sand and make pictures using collage materials. Children are beginning to recognise shape by using resources, such as shape sorters and jigsaws. These activities provide appropriate support to help children independently solve problems. Staff support children's understanding of the world by celebrating a range of different cultural festivals where children taste food from around the world and make creative artwork. Staff provide opportunities for children to build their independence. For example, older children are encouraged to use cutlery appropriately and self-serve their food at lunch. Resources are age appropriate and engage children in learning. For example, toddlers play in a den acting out familiar scenarios, while older children play a card matching game and consider similarities and differences. Children freely access resources and make independent choices in their play.

Staff support children through using different teaching strategies which are age appropriate and sometimes differentiated to need. Children are interested in activities and are keen learners. For example, staff support toddlers by role modelling how to use a spade in order to fill a bucket with sand, children observe and imitate as they scoop the sand against the wall of the sand tray to ensure that plenty of sand gets on the spade. Older children are supported through discussion and posing questions. For example, children play with cold spaghetti in a shallow tray and run their fingers through as they explore by using their senses. Staff ask how the spaghetti feels. Children consider their answer before commenting 'It's like strawberries, its cold'. This teaching strategy supports children's thinking skills and develops children's language and communication. Staff are committed to developing their knowledge further and are currently receiving training in two learning programmes, 'Every Child a Talker' and 'Elklan', these are specialist programmes designed to supporting children's communication skills. Children with special

educational needs are supported through partnership working with a range of other agencies, such as speech and language therapists and the hearing impairment team. This ensures that children's individual and additional needs are appropriately supported. Children who have English as an additional language are supported through staff liaising with parents and using keywords in the child's home language.

Parents are involved in children's learning through commenting in daily communication books, undertaking observations at home and attending a parents evening twice a year. Staff undertake some baseline assessments when children start at the nursery. These assessment procedures are developing but do not yet use partnerships with parents effectively in order to help them identify children's starting points on entry. Feedback from parents during the inspection was that they felt informed of their child's progress and felt they could liaise with staff to identify how they could extend learning in the home environment.

The contribution of the early years provision to the well-being of children

Children are happy and settled in the nursery, exhibiting caring relationships with staff members. For example, younger children make their needs known by pointing and raising their arms up, signalling that they would like to be picked up; this shows that children feel comfortable with staff and that secure attachments are in place. There is an effective keyperson system in place and children are placed into key groups so that they can receive focused group time with their keyperson. Staff are effective role models, playing with children, showing children how to use resources and supporting learning. Children behave well in the nursery; they listen to staff and play cooperatively with their peers. In addition, positive behaviour support strategies are used, such as consistent praise and sticker charts.

Children stay safe, as they are cared for in a safe environment by caring staff. Written risk assessments and daily safety sweeps are undertaken to help identify hazards and minimise risks. Children are learning about safety through taking part in regular fire drills and discussing 'stranger danger' awareness. Children are confident and happy in their surroundings; speaking with staff, sharing resources, playing with their peers and taking part in routines, such as washing hands before lunch. This shows that children are secure in their surroundings. Resources promote all areas of learning inside and outside and staff promote play appropriately. For example, as children play on bikes outside staff suggest they could 'visit the petrol station'. Children line up and take it in turns to visit the petrol pump, playing out the familiar scenario.

Children learn about healthy lifestyles through daily outdoor play, walks in the local environment, music-and-movement sessions, and eating healthy food. Food is freshly prepared daily on the premises and includes a varied menu with multiple choices, which allow children to experience different tastes and textures. Children develop their self-care skills through accessing drinking water, using tissues and washing their hands at appropriate times throughout the day.

Children are prepared for change and transitions as systems support children in being

prepared for the next stage in their learning. For example, each child's key person meets with other staff members, as children move between rooms. Transition documents are completed when children move between providers and the manager attends local authority transition meetings where providers can discuss children's needs as they move between settings. This enables appropriate support to be given to children at times of change.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff have a secure knowledge of the safeguarding procedures. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. Children are well supervised, and the staff are vigilant in ensuring that children stay safe. For example, staff undertake daily safety sweeps of the outdoor area before children go outside to play and consider risks, such as berries falling from the trees and waste on the floor. Written risk assessments are in place and are regularly reviewed to ensure that they identify potential hazards and minimise risks. In addition, the nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

Staff have a sufficient knowledge of how to support children in their learning and development. The environment is well thought out with areas of continuous provision. This allows children a chance to explore and revisit topics as their skills and interests develop. Staff meet as a team and the manager oversees learning programmes to ensure that children receive balanced support, as they progress towards the early learning goals. Children are provided with developmentally appropriate learning opportunities and are making satisfactory progress in their learning and development.

Self-evaluative practice is in place which identifies strengths and weaknesses. It identifies targets for improvement. For example, the nursery is currently looking to further enhance the outdoor area and wishes to build on links with the local community as it is a new setting. However, the views of staff are not routinely taken into account while self-evaluation is being developed, which affects the settings ability to analyse as a staff team and self-challenge. There are appropriate systems in place for effective selection and recruitment of staff. Nursery management are supportive of staffs continued professional development. There are adequate performance management systems in place which support staff, for example, regular appraisals and staff meetings. The manager is currently implementing a system of peer observation, which will allow staff to discuss and share good practice.

Staff work well with other professionals and attend multi-agency meetings and seek advice as appropriate to provide suitable interventions to support children's needs. Staff have a sound knowledge of the importance of working with parents. Parents are complimentary about the nursery. For example, they comment that 'staff are so helpful, my child has really come on in his development' and 'staff are really friendly, they always help you if you have any questions'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY456178
Local authority	Wigan
Inspection number	900179
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	55
Name of provider	Sunbeams Atherton Ltd
Date of previous inspection	not applicable
Telephone number	0

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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