

Sunbeams Day Nursery

31-35 Dibden Road, BRISTOL, BS16 6UE

Inspection date	25/04/2013
Previous inspection date	30/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children build strong relationships with the staff and as a result demonstrate they feel happy and secure.
- Staff plan a stimulating outside area which allows children to initiate their learning and extend their ideas.
- Older children gain independence through managing age appropriate tasks and develop strong skills in preparation for going on to school.

It is not yet outstanding because

- The use of peer on peer observations has not yet been fully extended to support newer less confident staff to benefit from the range of staff skills, knowledge and experience.

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.

Inspection activities

- The inspector observed children in all areas of the indoor and outside environments and staff interaction with them.
- The inspector spoke with parents present on the day of the inspection, took into account parents' written feedback and the nursery self-evaluation.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and had a discussion with the owner.
- The inspector sampled documentation, including planning and assessments, safeguarding records, and policies and procedures.

Inspector

Elaine Douglas

Full Report

Information about the setting

Sunbeams Day Nursery registered in 1999 and is privately owned. It is located at the end of a rank of shops in Downend, South Gloucestershire. Children use three main play rooms, a separate sleep room and a physical play room. There is an enclosed area for outside play. A room is available for confidential discussion with parents. The nursery is open each weekday from 8am to 6pm with a breakfast club from 7.30am to 8am, all year. The nursery is registered on the Early Years Register. There are currently 62 children under five years on roll. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding to provide free early education for children aged three and four years. There are 14 members of staff. Twelve hold relevant early years qualifications, including the owner who has achieved Early Years Professional Status and the manager who holds Qualified Teacher Status. Three staff are currently working towards qualifications.

What the setting needs to do to improve further

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

- Extend opportunities for staff to conduct peer-on-peer observations, to enable them to discuss their practice and share their knowledge and experience of effective ways of working.

Inspection judgements

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

Overall, children make good progress. Staff seek useful information on children's starting points, which helps them to plan for children's individual learning needs straight away. They keep parents well informed of their child's development and next stages in learning. They are in the process of introducing activity bags, so that parents can use them to support their children's learning at home. Staff have introduced a new system to ensure they make regular observations of children's achievements and monitor their progress effectively. They have looked at ways to give children more opportunities to make choices and initiate their learning. They label boxes with words and pictures, and store them at a low level so that children can become independent in their own learning. This works well with the pre-school children.

Staff plan effectively to ensure children have experiences that stimulate their interest to promote development. For example, to engage new children in playing with others, staff

observe that they enjoy playing with the cups and saucers. They successfully use this information to provide herbal teabags in the water play with tea set to help stimulate new children's interest and encourage friendships. Several children play alongside each other engaged in the same theme, using all their senses. Staff encourage them to describe their experiences and listen to each other's suggestions. As a result, children also develop good speaking and listening skills. Staff skilfully encourage children to predict what will happen next in the story and children eagerly wait to see if they are correct. Staff engage in playful interactions with babies, responding well to sounds they make and modelling the correct use of words. Outdoors, children have opportunities to investigate the natural world and understand how things grow. Children become absorbed in combining objects, such as mixing sand and water. They make up rhyming words to describe their actions and invent new terms for what they are doing. Staff use some sign language and visual aids to support children with speech and language difficulties. They encourage the children to look directly at them and use actions to ensure that they understand.

Overall, children become independent, which supports them in preparing for their next stages of learning and moving on to school. Older children serve themselves their snack, help clear up after lunch and younger children help to sweep the floors. Overall, children are active learners, developing good physical skills through using a wide range of small and large equipment. Older children help themselves to scissors and confidently use them to cut out a desired shape. They develop their early writing skills as they make appointments while playing at running a vet surgery. Older children pull themselves up a ramp using a rope, young children competently use a small slide and babies move themselves around the furniture. Most staff join in with children's games, providing a playmate and support for their learning. Children are beginning to recognise some letters and numbers, this is because staff sound the letters in children's names and encourage them to find relevant numbers, such as their age.

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

Children build strong relationships with their key person because staff get to know the children well and seek regular information on their individual needs. Parents comment positively that settling-in periods are individual to the parents' and child's needs. Staff are gentle and reassuring towards children who arrive upset, so they soon settle. Consequently, children demonstrate that they feel secure, are confident and generally happy. Babies develop secure emotional attachments to their key person. Staff manage children's transfer to the next room or when going on to school gradually to allow children to be familiar with the environment which reduces their anxiety. Children celebrate their home language and cultures, so children gain a positive awareness of people's differences.

Overall, staff keep children safe through appropriate supervision. Children become aware of safe practices through real experiences, such as visits from the police, understanding road safety on outings and taking part in practising the emergency evacuation procedures.

Children develop a strong understanding of a healthy lifestyle, through their daily practices. They enjoy a wide range of healthy meals and snacks, and gain a greater awareness of healthy eating through growing foods, going to the shops to buy their snack

and cooking activities. Children know to wash their hands before eating and after using the toilet. Lunch is a social occasion with staff eating with the children to be effective role models. Children have daily opportunities to be outside and develop an awareness of the importance of exercise.

Children have good access to a wide range of resources indoors. They confidently access resources independently and staff happily assist children to gain access to additional resources when requested. Staff have made good changes to the outdoor environment to enable children to select a greater range of resources, which allows them to extend their own ideas and make links in their learning. Babies use a wide range of natural resources and enjoy exploring treasure baskets for sensory experiences. Children now use more technology equipment, exploring dark dens and light boxes, as well as using the nursery camera and computer. Staff invite visitors to the nursery to enhance children's learning, such as the postman, a builder and a doctor. Children then explore their experiences through their role-play. This supports children's understanding of the world around them.

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

This inspection was conducted following concerns raised relating to the procedure for handling complaints, providing information for parents and behaviour management. There is no evidence to suggest that the nursery does not meet the requirements of the Early Years Foundation Stage with regards to informing a complainant of the outcome of a complaint, or maintaining a record of the outcome. There is no evidence to suggest that the nursery does not meet the requirements to provide information for parents. Staff manage children's behaviour effectively overall, taking account of children's personal needs and abilities. Overall the management team have a solid understanding of their responsibilities to meet the Early Years Foundation Stage requirements. The manager is the designated person for safeguarding children; she has attended good training and has a robust awareness of following suitable procedures. Staff carry out daily health and safety checks to ensure fire exits are clear and the garden is safe, for example. The manager has reviewed the induction process, which includes practical skills and peer observations to support staff in understanding their roles and responsibilities. The use of peer on peer observations has not yet been fully extended to support newer less confident staff to benefit from the range of staff skills, knowledge and experience. The manager ensures staff record children's safeguarding information and keep it confidential.

The manager uses a suitable monitoring form to oversee how staff track children's progress and identify any gaps in their learning. This includes checking that parents receive a written summary of all two year olds progress, to meet the learning and development requirements. Through working closely with parents and outside agencies, staff ensure that they support children with special educational needs well. Most parents comment positively on how staff keep them central to their child's learning and are professionally approachable. They have regular opportunities to meet with their child's key person and see their child's development files. Staff use the communication books to exchange information with other providers sharing care of the children. This helps to support consistency in children's care and cohesive planning for their development.

The manager uses regular supervision to monitor staff practices and support their personal development. Senior staff have recently gained higher level qualifications and all staff have opportunities to continue to extend their knowledge through training. The management team use regular self-evaluation and parent questionnaires to identify their strengths and look for ways to improve. Recent actions set show that they want to improve on children's awareness of hazards, their understanding of the benefits of exercise and identifying people's differences. Some of which have already been improved. The owner and manager meet regularly to discuss practice and have leadership supervision. They visit other settings and share good practice. They now share the development files with the children to record their comments, for example. All of these practices help to ensure continuous improvement.

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	136091
Local authority	South Gloucestershire
Inspection number	910068
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	62
Name of provider	Sunbeams Day Nursery Limited
Date of previous inspection	30/09/2010
Telephone number	0117 956 6060

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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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