

Sunbeams Private Day Nursery

Austhorpe Lane, LEEDS, West Yorkshire, LS15 8TP

Inspection date	13/08/2013
Previous inspection date	07/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Partnerships with parents are excellent. The highest priority is given to the sharing of information and involving parents in the life of the nursery and children's learning. As a result, children settle extremely well and parents have confidence, faith and trust in the staff who care for them.
- Children behave in an exemplary manner because they have very secure boundaries and routines, so they understand fully what is expected of them. Consequently, they become extremely confident and caring individuals who have very high levels of self-esteem.
- Staff are very skilful practitioners who empower children to learn in different ways. Consequently, children become highly motivated and critical thinkers who delight in discovering things for themselves. This means they make very good progress in their development.
- All members of the staff team are very friendly and approachable. They are dedicated to their role and receive excellent support and opportunities from the management team to develop professionally, which means they work to the highest standards. Consequently, children are provided with a very safe and exciting environment in which to play and learn.

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 had a tour of the premises and observed children playing in the play rooms and outdoor area.
- The inspector met with the owner, the company's area manager and the nursery manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager of a phonics activity.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Sunbeams Private Day Nursery was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Austhorpe area of Leeds and is managed by Sunbeams Limited. The nursery serves the local area and is accessible to all children. Children are cared for in four playrooms and there is an enclosed area available for outdoor play.

The nursery employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, three at level 4 and two at level 2. A cook is also employed. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 202 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the rich opportunities for children to play imaginatively further by increasing the range of materials and props that support role play in the outdoor area.

Inspection judgements

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

All staff have an excellent understanding of the Early Years Foundation Stage and the characteristics of effective learning. They are extremely enthusiastic in their approach to supporting children's learning and to helping them increase their knowledge. As a result, children are constantly busy and very eager and motivated to learn. This means they make very good progress towards the early learning goals and are fully prepared to move on to school, when the time comes. For instance, staff provide children with paint and brushes outdoors so they can develop their creativity on a large scale. When a small group of children access the resources a member of staff carefully observes them and gives them time to negotiate with one another, as they make marks on a large piece of paper together. The children then decide to pick leaves from a nearby bush and of their own accord paint these and use them to make prints on the paper. They become fully immersed as they do so because they are fully in control of their own learning. The

member of staff lets them continue without interruption for some time and knows when to join in to extend their play. She fully acknowledges their critical thinking and initiation of their own ideas with lots of praise. She then extends their learning further by showing them and explaining that leaves have 'veins' on the underside and how the texture is different to the top of the leaf. The children are fascinated by this and listen intently. The member of staff then suggests children look for other objects to make prints and they delight in using stones, a ball and a toy animal they find. The children then again take ownership of their learning as they decide to make prints with their hands and the activity finally culminates in them mixing colours to create another.

Staff know children very well, which is clearly reflected in the very detailed observations they make of their play and learning. For instance, staff caring for older children observe that some are not completely confident in using knives at lunch time, so they provide tailored activities to support them in acquiring this skill. For example, they provide a tray of fruit and the same knives children use at meal times, so they can repeatedly practise cutting actions. Children steadfastly attempt the task, progressing from chopping up soft bananas to hard apples. This shows children are empowered by staff to have great self-belief and to learn what can be achieved through perseverance. Staff continually consult with parents to find out what children have learnt at home and parents are very keen to share this information. For instance, they record their child's achievements on a 'leaf', which is added to the 'what I did at home tree' in the entrance. They also bring in drawings from home to share with staff. For instance, one child's key person shows pride and delight when the child brings in a picture they have drawn at home of the key worker, showing clear facial features. This means staff have a full picture of children's development and can plan very sharply and precisely for the next steps in their learning. Parents are provided with regular information evenings, relating to how children learn. For instance, a good number attended a recent information evening relating to schemas. This enables them to recognise patterns of repeated behaviour in their children's play and how to provide activities that enable them to fulfil these. Staff delight in reporting the success of such evenings and how parents have embraced this thinking. Parents state they are delighted with the very good progress their children are making.

Staff caring for babies fully embrace how children of this age learn through exploration. They provide a very good range of natural and everyday items that babies can explore in different ways, to help them make sense of their world. As a result, one child becomes deeply involved in exploring wooden rings. They show great concentration as they turn these round in their hand and then bang them on the floor. The child shows surprise at the noise that results and then painstakingly tries to put the rings onto a wooden stand. This clearly shows she is developing very good dexterity and control of her small muscles. Staff pay excellent attention to supporting children's development in communication and language. For instance, they read stories with great expression, which captures and maintains children's interest and helps them to develop very good listening skills. Older children take part in regular phonic activities, as a result they demonstrate a very good understanding of letter names and sounds. Staff make the activity lots of fun, which means children really remember what they have learnt. For example, they keenly pretend their finger is a pencil and use this to trace letters in the air, such as 'O', which they accompany with the words 'all the way round orange' as they do so. Children who use signing as an additional method of communicating are fully included in activities because

staff are extremely competent in using this themselves and embrace this fully. For example, a member of staff says and signs 'ready, steady, go' as she pretends to make a toy jump. As she repeats the activity children giggle with delight and confidently copy her actions.

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

The nursery has a very strong caring ethos. Staff, as key persons, know that if children are not settled and happy in their environment they will not learn successfully. Consequently, high priority is given to making children's transitions into the nursery a pleasant experience. Staff value parents highly as their children's primary carers and ensure they obtain highly detailed information about children's individual needs from them. This enables staff to provide very good security and stability for children. If children do become upset on their settling-in visits staff respond with lots of soothing words and cuddles to reassure them, which plays a very significant part in the bonding process with their carers. Consequently, children quickly settle and are very happy and content to spend time away from their parents. Staff ask parents to provide photographs of family members and any pets, so these can be made into 'all about me books'. Staff also make ones relating to themselves. The books are then shared, which prompts lots of discussion and celebration of each child and adult as an individual. Children with special educational needs and/or disabilities receive excellent support because staff work very closely with parents and any outside agencies involved in their care. From this they draw up targeted individual learning plans for children and provide ongoing one to one support, to enable them to reach their full potential. This demonstrates that the nursery has a highly inclusive approach.

Children delight in attending the nursery and are extremely confident and secure in their environment. For instance, one child tells the inspector that they like painting and can 'do this lots' when they come to nursery. Children develop close friendships with their peers. For instance, two older children work harmoniously with one another as they build an intricate model. As they do so they make decisions together and solve problems to reach their goal. They then delight in reviewing their work, with one child excitedly saying 'Look its got a camera, how cool is that'. This shows that children are not fazed by meeting challenges and put a lot of effort into their play. Children have excellent opportunities to engage with adults, other than their normal carers, because staff invite a wealth of other professionals into the nursery to share their skills with them, such as a chef, tennis coach, children's author and an expert in ballet for babies. All of which, significantly enriches children's learning experiences and further prepares them for school.

Excellent attention is paid to promoting children's good health. They are provided with highly nutritious and balanced meals that are freshly prepared on site using locally sourced ingredients, to ensure they are of a very high quality. Children thoroughly enjoy the meals and staff make sure they understand about making healthy choices. For instance, as older children very confidently help themselves to peas and fish mornay staff clearly explain how protein and fresh vegetables will help them to grow big and strong. As a result, children eat up their food, which successfully keeps up their energy levels throughout the day. Children of all ages spend very good amounts of time outdoors. This

means they benefit from lots of fresh air and have excellent opportunities to develop very good physical skills as they use a wide range of resources. For example, they confidently climb the steps to a 'fort', competently negotiate wheeled toys without bumping and balance with very good control as they walk along the edges of the raised beds. Several children run quickly to the play house as they pretend this is on fire and become fully immersed in the role of a fire fighter. They respond to the 'incident' with a real sense of urgency as they pretend to put out the flames with their 'hose'. When invited to do so a member of staff enthusiastically joins in with the children's play, making sure she follows their commands to the letter, so the emergency is dealt with to their satisfaction. There is scope, however, to support children's imaginative play further by enhancing the resources in the play house, to enable them to fully act out scenarios relating to their home life. Staff are very mindful that some children may not always want to join in with the more boisterous activities outdoors and sensitively provide quieter activities they can enjoy in the area. For instance, one child delights in listening to a story in a cosy area under the fort, whilst another sits and draws at a table. This shows staff are extremely sensitive to children's individual needs.

Children have secure boundaries and routines, which means they are very clear of what is expected of them. As a result, their behaviour is exemplary and a culture of care and consideration is fostered. For instance, one child is very concerned when their friend falls over outside and responds quickly by informing a member of staff. At lunch time one child spontaneously passes the dish of peas to the child next to them. A member of staff is quick to notice this act of kindness and praises the child for doing so, which shows their efforts are really valued. Children have an excellent understanding of keeping themselves safe because staff involve them fully in assessing risks. This gives children the foundations for responsibility and trust. As a result, children know to wear a hat during hot weather and they always walk indoors, knowing there is not the space to behave otherwise. From an early age children learn to use tools, such as scissors, in a very responsible manner. For example, they automatically sit at the table to use these and know to keep their fingers away from the blades as they cut up paper.

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

The nursery is led and managed to a very high standard. The owner is also a health professional and is passionate about providing the best care and education for all children. The owners drive and enthusiasm inspires the manager and staff team to implement their vision. For instance, the manager is strategic in keeping the nursery on track and acts very competently as a leader, motivator and mentor for staff. In turn, staff work extremely well together and are dedicated to their role in caring for and teaching children. The arrangements for safeguarding children are given the highest priority. For example, the recruitment and vetting of staff is robust, as is their induction, to ensure they are suitable to work with children. Staff are extremely confident about the procedures to follow, should they have any concerns about a child's welfare and about how to handle any emergencies or critical incidents. For instance, without prior warning management regularly give staff a scenario to resolve, such as a child having a serious fall. They observe and analyse staff's response time to this and the roles they assume and discuss where improvements can be

made. This means staff are fully prepared to deal with any such event, which means children's safety and well-being is not compromised in any way.

Meticulous attention is given to the performance management and constant development of all staff, which enables them to hone their teaching skills and enrich children's experiences further. For example, their competency is judged against key objectives, including their rapport with children. Staff are required to provide evidence to demonstrate how they meet the criteria for these, including peer on peer observations, which they use to build up their own personal profile. This is highly effective in enabling staff to reflect on and analyse their practice and identify future training needs. The quality of their teaching is discussed in detail on a regular basis with management and if any areas of underperformance are identified staff are given realistic timescales and tailored support to address these. This means the opportunities for them to develop professionally are excellent.

Both the management and staff team are driven to continually improving the nursery and the outcomes for children's learning. The nursery's self-evaluation document is meticulously kept up to date and this plays a crucial part in helping management to draw up a sharply focused development plan. Staff's views are actively sought through regular structured meetings and they are given responsibility and empowered to critically review particular aspects of the nursery and evaluate how they can be improved through the '30 days massive action' system. High priority is given to seeking children's views as part of the process. This enables staff to see their ideas for improvement through to fruition and to assess the impact on children's well-being and learning. The recommendation for improvement raised at the last inspection has been addressed very successfully and each child's development and progression towards the early learning goals is meticulously monitored, through their learning records. This includes the required progress check for children aged two and 'on track' forms. This enables management to identify any gaps in the educational programmes or children's learning and to support staff fully in addressing these. All of which, means the capacity for continuous improvement is excellent.

Staff pay very good attention to working in partnership with other early years settings, such as schools children will move on to. For instance, they provide teachers with a very detailed transition report, so they know what children's starting points are. Teachers are actively encouraged to visit the nursery to meet children in a familiar environment and the same methods of teaching phonics are used across the settings, to provide continuity for children. As a result, children really look forward to making the transition to school and after their visits, prior to starting, they are keen to report back to staff about aspects that are similar to those at the nursery. Partnership working with parents is superb. Information they receive and their involvement in the nursery is excellent. For example, parents are regularly invited to attend stay and play sessions, so they can support their children as they take part in various activities and to join their children for breakfast. Parents who cannot stay for breakfast are given a 'take away bag' their child has been involved in producing, so they are fully included too. Parents are regularly offered courses, such as first aid at the nursery's 'learning zone', a purpose built training centre. Their views of the nursery are actively sought and any suggestions for improvement embraced. This means they play a full and active part in moving the nursery forward. Comments

parents make about the service are extremely positive. For instance, they are keen to praise the staff team for their dedication and care they provide for their children.

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	512730
Local authority	Leeds
Inspection number	909880
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	202
Name of provider	Sunbeams Limited
Date of previous inspection	07/03/2011
Telephone number	0113 2640779

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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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Store St
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M1 2WD

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