

Sunbeams Day Nursery

74 Peverell Park Road, Plymouth, Devon, PL3 4ND

Inspection date 06/11/2013
Previous inspection date 09/09/2010

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Observation and assessment systems are poor, including the written progress check for children when they are two-years old, with little initial information on children's learning as they enter the setting or involvement from parents encouraged.
- Systems to support of children who may not be making progress in line with expectations is weak. As a result, parents are poorly informed and there are delays in seeking additional support for children.
- Staff, resources and activities, especially in the outside area, are poorly organised and do not support children's independence, choice or challenge them in their learning.
- Self evaluation is poor. Staff do not receive sufficient, regular supervision to support them in reviewing the needs of children, to develop new skills, identify training needs or support to improve the quality of their practice.
- Staff do not follow good hygiene routines or ensure that food is handled safely.
- Risk assessments are not robust enough to minimise all hazards to children and there is no accurate record of the hours of attendance for each child which compromises children's safety in the event of an emergency.

It has the following strengths

- Staff are very friendly and have formed good relationships with the children and parents.

- Children behave well and are developing respectful attitudes as staff are polite and positive role models.
- Children enjoy attending the nursery and are becoming confident communicators.

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 inspectors observed children in each of the base rooms and in the outside area.
- The inspectors spoke with the manager, staff and children.
- The inspectors spoke with parents and carers.

The inspectors sampled documentation including all staff suitability checks, some

- policies, children's records and learning files and a sample of required documentation.

Inspector

Anne-Marie Moyse

Full report

Information about the setting

Sunbeams Day Nursery was registered in 2005 by the current owner. It operates from an end of terrace house in a largely residential area of Peverell, in Plymouth. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery occupies the ground and first floor of the building, with office and staff facilities in a detached outbuilding. The toddlers and babies are cared for on the first floor with access by a flight of stairs. There is an enclosed outdoor play area, where the nursery rabbit is housed.

The nursery is open each weekday from 7.30am to 6pm all year round. There are currently 74 children on roll aged from birth to under five years. The nursery provides funded early education for two-, three-, and four-year-olds. The nursery employs 12 staff to work with the children, all of whom have early years qualifications at level 2 or above. The manager has a level 4 qualification. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- implement more robust systems for staff to observe, assess and plan for each child's next steps, across all the areas of learning
- make sure parents are fully involved in children's progress by requesting information about children's current interests and abilities on entry to the setting, and by regularly reviewing and discussing information so that plans can be put in place for children's development in the nursery and at home
- improve the monitoring of children's progress so that any children who are not developing in line with expectations are quickly identified and suitable support and intervention offered
- improve the organisation, range and quantity of resources children can access to promote their independence in choosing what to play and learn with; by ensuring these are available to support physical development, control and balance, and access to a wide variety of books and resources to promote literacy skills
- complete a written progress check for all children when they are two years old and ensure this is reviewed and agreed with parents, informing them how this information can be shared with other professionals when assessing children's development
- implement a secure appraisal and supervision system for staff so they gain greater skills and confidence in their roles as educators
- ensure all staff follow good hygiene procedures and promote children's understanding of good health
- improve the rigour of the risk assessment and plans for daily checks to make sure that all hazards to children are minimised, especially in the garden area, ensuring the equipment and environment is kept clean and orderly
- ensure an accurate record of the hours that children attend to safeguard their welfare

Inspection judgements

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

Although the educational programmes cover the seven areas of learning staff do not plan sufficiently challenging and enjoyable experiences to sustain children's interests. At times children are aimless and lack any motivation to play with the resources on offer. This is mainly due to the lack of precise and consistent observation and assessment records so that staff can plan purposeful and appealing activities well matched to each child's development needs. Changes in staff roles and the key person for some children has been difficult. The inconsistent records held on the children have left staff with little knowledge of children's previous learning and experiences. Information gathered from parents on entry to the setting is limited to care routines. This does not provide staff with a full picture of how they can help to support and extend children's learning and development around children's current abilities and interests. Ongoing observations lack rigour and there are no clear assessments to show if children are in line with developmental expectations.

Parents are invited to the nursery to see children's progress files three times a year. Staff do not fully involve parents in sharing what they know and discuss how well their children are progressing, or how they can work together to extend children's learning. Staff do not always discuss with parents the written progress report for children when they are two-years old. This assessment, if completed, is not shared with other professionals for standard developmental checks. Therefore, parents are not included in the plans for children's next steps and how their future learning will be shaped. This is a particular concern for children who may not be progressing as expected. Staff do not have accurate information in place to show where concerns over a child's development may be weaker. Consequently, staff do not support parents in seeking additional assessment so that, if required, suitable intervention can be gained.

Staff are very friendly and welcoming, and focus much of their time on the care of the children. As a result, children show that they feel secure, and generally separate with ease from parents. Babies cuddle into staff, seeking reassurance from a familiar person. Staff work hard to ensure that all children's needs are met and children are offered a range of resources. Babies enjoy exploring the cornflour paste, and a selection of toys stored on the low shelves. Babies reach for these and are encouraged to hit the tins with wooden spoons to make sounds and develop their coordination. Song times introduce babies to rhythm and help to develop their communication skills. However, at times throughout the nursery, staff are heavily involved in meeting children's care needs and in practical duties. This interrupts staff from interacting with the children, to play and support their learning.

In the preschool, staff encourage children to talk about their families and build their confidence in their communication and language. Children behave well as they sit and take turns to listen to others at circle time. Staff use open questions and give children time to respond. Staff encourage children to describe and explain about the fireworks seen and their experiences to celebrate bonfire night. Staff use clear speech and repeat sentences for children, providing good role models for children's language development. Children roll

and mould the play dough with difficulty, as the texture is dry and crumbly, thereby limiting children's further exploration. However, staff teach children how to make new shapes and develop their coordination. Children use a selection of tools to cut and shape the dough. Children talk about the shapes they make, such as triangles and circles. Staff use language such as 'cut it in half, to make two pieces' helping children develop their understanding of mathematics. Children play well socially, developing their own stories and play ideas in the role-play area. Some children like to draw on the white board and they wait patiently for their turn as only one pen is available. Other drawing materials are available but these are difficult for some children to reach. Some children show exceptional skill and control in their drawing and proudly show this to staff. However staff do not always challenge children to try writing their names on pictures to promote their literacy skills.

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

Staff teach children about right and wrong and therefore children are well behaved and familiar with the expectations of the staff. Staff give children plenty of praise and encouragement developing their self-esteem and feeling of self worth. Children are encouraged to help care for their toys and to be kind to each other. As a result, children are developing a respectful attitude and their emotional well-being is fostered, key social skills for their future development.

Overall, the layout of the nursery helps children to be independent in toileting and meeting their personal needs. Staff continually supervise children so they are on hand if needed. Designated staff change nappies in an unsupervised area of the nursery. They wear protective gloves and aprons. However, after helping children with their personal care staff do not always wash their hands. At times staff forget to wash either their own or babies hands before snacks and handling foods. This does not promote good hygiene routines to children and is a health risk. A nutritious and appetising hot meal is provided by an outside caterer. Staff served it to the children in their own base rooms. Some meals are stored while children sleep, and are reheated when needed. However, staff cannot be sure that it has reached the correct temperature as the food probe has not been replaced. This poses a risk to children. Children sit together socially and eat well, and learning good table manners. Staff supervise and help to cut up food and feed the younger children, although babies are not always strapped in the high chairs. Staff check babies as they sleep, to monitor their welfare.

Generally, the environment is well maintained and appealing. However, some areas and equipment is not kept clean. Staff take most children outside in the courtyard for some fresh air. However, the decking in this area becomes slippery in wet weather. This means that staff are unable to allow children to play energetically because of the high risk of accidents. This impacts on children's health and physical development as they cannot develop their strength and control of their bodies through being active. There is a lack of equipment available in this area to stimulate children's interest and give them good opportunity to learn outside. For example, staff set up a game of skittles, but cannot find a suitable ball for the children to use. There is a lack of equipment to support children's

balance, coordination and climbing skills.

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

Children's safety, well-being and development is compromised because the provider is breaching several learning and development, and welfare requirements. Documentation is weak and there are gaps in the records required for the safe management of the nursery. In addition to the poor documentation of children's assessments of their progress, staff do not maintain a consistent record of times children attend. Therefore, staff do not have an accurate log of who is present in the event of an emergency. Risk assessment and checks lack rigour as staff do not minimise all hazards to children. Electric cables are accessible and the lock on the cupboard containing chemicals is not effective. Staff have not taken any action to reduce the risk of children slipping on the outside area. Fire detection and sprinkler systems throughout the nursery promote children's safety in the event of a fire. Staff practice the evacuation procedure with the children to familiarise them with what to do. The provider understands to notify Ofsted of any changes to the premises or significant events. Parents and carers spoken to on the day of inspection praised the staff enthusiastically. They feel that staff give them good verbal feedback on the well-being of their child. They also comment that children are happy to attend. Staff have established some systems to communicate with other settings children attend. They know how they can get support and help from other professionals and external agencies.

All staff hold suitable qualifications and have undergone appropriate suitability checks. New staff are recruited following robust checks and a suitable induction programme. All staff understand their role in identifying concerns over a child's welfare and in following suitable procedures to report this. Overall sufficient staff are present to meet the ratio required. However, although staff correctly prioritise children's supervision and care needs this leaves less time to organise the quality of the teaching offered to other children attending. Often staff have to leave children to take a child to the toilet or comfort a child as they drop off to sleep, for example. This results in other staff managing a higher ratio of children, where they cannot effectively teach and support children in their play. Staff receive little support and help in their professional development. Supervision arrangements are irregular, and staff do not receive ongoing coaching and development of their practice. Staff attend some training events, but these are infrequent and staff have little time to implement any new learning effectively. Self-evaluation is weak as the breaches in the requirements have not been identified and addressed. The management team do not carry out sufficient monitoring to check on the consistency and quality of the provision for children. The recommendations for improvement at the previous inspection have not been addressed and remain issues that impact on the provision offered.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure all necessary measures are taken to minimise any identified risks (applies to the compulsory part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (applies to the compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks. (applies to the voluntary part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY311912
Local authority	Plymouth
Inspection number	937859
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	74
Name of provider	Woodground Ltd
Date of previous inspection	09/09/2010
Telephone number	01752 661445

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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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M1 2WD

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