

Sunbeams Ltd (Harrogate)

Sunbeams Day Nursery, Ainsty Road, Harrogate, North Yorkshire, HG1 4AP

Inspection date	29/11/2013
Previous inspection date	05/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- Children form firm attachments with their key person. This helps them to settle quickly and enjoy their time at the setting.
- Children are safe in the setting's care as they take effective action to ensure the safety of the premises, and all practitioners have a good understanding of safeguarding procedures.
- The nursery works closely with local schools to ease the transition process for children. This results in children developing confidence when they move to a new setting.

It is not yet good because

- Staff deployment is not always carefully planned and organised to consistently maintain the quality of teaching and learning.
- Not all staff are fully confident in assessing children's progress and planning challenging and enjoyable play. This means that learning experiences are not always securely matched to children's needs.
- At times, staff are preoccupied with tidying away and setting up activities, which impacts upon the quality of their interactions with children, particularly in the toddler room.
- There is room to do more to help young children understand about acceptable behaviour and how to keep safe.

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 talked to children and staff, and also held discussions with the manager, owner and area manager during the inspection.
- The inspector undertook a joint observation with the manager of the nursery in the toddler room.
- The inspector looked at children's assessment records and learning journals.
- The inspector reviewed the planning documentation, evidence of staff suitability, the provider's self-evaluation and a range of other supporting documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Amanda Forrest

Full report

Information about the setting

Sunbeams Ltd (Harrogate) opened in 2007 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is situated in the grounds of St Robert's Catholic Primary School in Harrogate, North Yorkshire. The setting operates from three playrooms and a learning zone in a purpose-built, single-storey building.

The setting is open five days a week from 7.30am until 6pm for 51 weeks a year. There are currently 105 children on roll within the early years age group. Children attend for a variety of sessions and come from the local area and wider community. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It offers funded early education for two-, three- and four-year-olds.

The setting employs 15 members of staff, 11 of whom hold appropriate early years qualifications at levels 2 and 3. The setting works with an early years adviser 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:

- improve contingency arrangements so that staff deployment consistently meets the needs of all children, particularly during those times when senior staff are absent
- make sure that children consistently make good progress by fully embedding the recently introduced approach to assessing children's progress and achievements, and ensuring that all staff plan challenging activities that are based on what each child needs to learn next.

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

- review and improve the organisation of daily routines to ensure that staff consistently interact with the children in their care and that time spent tidying away and carrying out paperwork does not impact upon the quality of teaching
- help young children to develop a greater understanding about acceptable behaviour at group times, for example, by giving them clear explanations as to why a certain type of behaviour is unacceptable.

Inspection judgements

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

Children enjoy their time at this friendly and welcoming nursery. They clearly enjoy learning through play, entering happily and eagerly choosing what they wish do from the range of resources on offer. The newly implemented procedures for planning are already having a positive impact in the nursery. Staff undertake regular observations and use these to assess children's progress and next steps for learning to feed into planning. However, the starting points for some activities are not always consistently linked to children's next steps and interests, and not all practitioners clearly understand how to carry out this process successfully. This occasionally impacts on the level of challenge children receive, particularly during adult-focused activities. For example, while children enjoy exploring paint and making things, staff do not always plan ahead to extend their learning further by giving children opportunities to experiment freely and develop their own creative ideas. Time is spent talking to parents to find out what each child can do before they start at the nursery, and home routines are closely followed in the baby room. For example, a board clearly details each child's sleep routines, dietary requirements and eating patterns, so that staff can tailor care arrangements to each child's needs. Staff complete a progress check for children aged two and share this with their parents, who comment about how useful and informative they find this.

The manager and staff generally interact effectively with children. They settle and encourage children when entering the nursery and some staff chat easily to them while they play. However, at certain times of the day some staff are overly preoccupied with tidying and setting up activities and so miss opportunities to strengthen their links with children. As a result, the quality of staff interactions is affected on occasions, and this reduces the overall level of support the younger children receive. For example, during morning snack time, staff are sometimes too busy completing forms and tidying away to use this time effectively to interact with children and talk to them about their home lives, recent experiences or ideas. Staff comfort children who have recently started at the nursery, providing one-to-one care if this is needed. This promotes a feeling of safety and security and helps children to build a secure bond with their key person. The manager and lead practitioners have a clear understanding of the learning and development requirements and how to promote, plan and assess children's learning and development. However, other staff members are less experienced, and this sometimes impacts on the quality of teaching in some rooms, particularly when senior staff are absent.

Pre-school children engage in a range of activities where they follow their own ideas and make their own choices about where and what they want to play with. This encourages children to lead their own learning and be interested in finding out more, to develop some of the skills they will need in their future learning and the eventual move on to school. The nursery's lead practitioner talks with children, extending their understanding through open-ended questions. For example, she talks about how children can make an ice cream factory in the sand area and asks them questions to help them think, such as 'what flavours shall we make and how will we do it?'. The children respond with enthusiasm and are engaged in their own learning. Children in all rooms sing popular songs and rhymes.

They are also learning Christmas songs, and they sing these spontaneously throughout the day. In the rooms for the younger children, staff sing, read stories and demonstrate actions so that babies and toddlers hear language throughout the day. Children reply in babbles, squeals and smiles, which staff respond to, valuing their early attempts to talk. Pre-school children engage in a rousing story about a bear and sit, concentrate and listen as they engage in telling the story with the member of staff. As a result, staff promote positive attitudes to learning through developing children's communication skills and concentration levels, and helping them learn to pay attention. Children learn movement skills effectively within the environment, and are able to play outdoors at least twice a day. Here, they run and climb on the balance equipment and socialise with their friends. Toddlers engage in a throwing and catching activity with balls to develop their coordination.

Mathematical skills are taught suitably. Staff encourage children to count while they play and get ready for lunch. They use mathematical language, such as 'big' and 'bigger', as they build in the sand and with construction equipment, and numbers are displayed in all rooms to help children understand how these are written. Early technology is developed as children investigate toys with push buttons. Babies explore toys that develop their curiosity, for example, a child shakes a rattle and turns it over, investigating how it makes the sound. Children develop their imagination as they play in the role play kitchen then enjoy pretending to make a cup of tea for staff.

Children who speak English as an additional language are well supported and have confidence to learn because they have their own language valued in the setting. For example, words are displayed in different languages to reflect the background of the children attending and staff use some words from children's home language to support their developing use of English. Staff share quality information with parents each day about their child's care and welfare. Each child has a daily diary which contains details of what they have done in the session. Parents can see their child's development record at any time and the nursery holds regular parents' evenings. These allow for more specific discussions about children's progress and most parents attend. This helps to promote continuity in children's learning over time.

Staff work closely with other agencies when identifying that a child requires extra support. Individual plans identify targets designed to help each child move forward, and staff check these to ensure they can monitor progress. The staff in the toddler room are skilful in ensuring that they include all children in activities. They move activities to where a child feels comfortable and use signing to support children's language development. Consequently, children feel secure and settled and make steady progress given their individual starting points.

Within the nursery there is a 'learning zone' where information boards are used to display details for parents on such childcare issues as weaning, speech and language development and the use of signing. During the inspection the children used this area to take part in a musical performance. Two visitors engage the children in songs that are accompanied with a guitar. The children concentrate well, showing good levels of language development and self-confidence.

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

Children soon feel comfortable and develop a positive sense of belonging at the nursery. The manager and staff are approachable and reassuring. Children are happy and settled because the key person system works effectively, ensuring all children's needs are quickly met and identified. Parents are aware of their child's key person and how well they support their child. Staff observe parents' wishes in relation to routines, such as how long children sleep, to ensure they have adequate rest periods throughout the day. Staff and parents work together to help children achieve important developmental milestones, such as toilet training.

Staff understand the importance of working closely with others who provide care for children, and plans are in place for sharing information should the need arise. The nursery has close links with the local school and is situated on the same site. Children visit the school during the term before they leave the nursery. Staff work with the teachers to discuss the children's learning and ensure the nursery suitably complements their experiences at school. When children move rooms within the nursery, staff complete transition forms and children make regular visits. This helps children to become familiar with those who will care for them and the new environment, and allows staff to begin the link with the children they will care for. All rooms in the nursery have colourful displays of children's work. This supports children's developing sense of self-esteem and belonging, and helps them to have pride in their achievements.

Children enjoy mealtimes throughout the setting. Staff talk with the older children and encourage them to try new foods and discuss healthy eating and foods. Children are also encouraged to help serve their food and to pour their own drinks and put away their dirty bowls and plates. Children's allergies, food intolerances and dietary preferences are known and respected, and handled in accordance with parents' wishes. Children gain an awareness of the importance of exercise and physical activities as they participate in the outdoor area, where they enjoy running around in the fresh air.

Children's behaviour is generally good and staff remind children of boundaries. Pre-school children have devised and display their class rules. However, some members of staff are less confident than others in challenging unacceptable behaviour and in ensuring children maintain the rules for playing and learning together harmoniously. For example, during story time children were not reminded to sit quietly and listen, so that they learn not to interrupt when others are speaking and all children can fully enjoy the story. Children's awareness of managing their own safety is appropriately promoted when engaged in activities. Safety within the nursery is good. Children cannot leave unattended and a secure entry system prevents anyone entering without the knowledge of staff. All visitors are required to sign in and out, and photocopies of identification documents are retained.

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

Staff are aware of their responsibilities to keep children safe at nursery. They know and understand procedures that are in place, because during induction these are discussed

thoroughly. Senior staff attend regular training to maintain their awareness of good practice, in relation to safeguarding children. There are lines of communication for staff to report any concerns, and a poster displays important contact numbers. There are rigorous procedures in place for recruitment and the manager operates a checklist for inducting staff. This ensures that the nursery completes all necessary checks to confirm the suitability of new staff.

The nursery maintains a safe and legal staff-to-children ratio at all times. However, the deployment of staff is not always carefully considered and planned, particularly when senior staff are absent due to holidays or sickness. As a result, there are times when the quality of teaching and interaction with children is less effective than others in some rooms. This impacts on the overall quality of practice within the nursery and results in some children not being consistently supported to a high level. Furthermore, not all staff have the experience to fully understand how to effectively assess and plan challenging learning activities that are firmly based on what individual children need to learn next, and this results in a varied approach to planning that affects the overall quality of teaching.

The owner and manager aspire to improve and are very articulate in their vision for the nursery. They work together with the area manager to supervise staff and monitor their development through peer observations and appraisals. This helps the nursery to develop suitable levels of staff training which is aimed at benefiting the children. Senior staff cascade their training to the other staff within the team and this helps to ensure some new approaches and different ways of working are introduced. For example, a new assessment system has been recently altered, although this is not yet fully embedded in practice. The manager is motivated and keen to develop the nursery further, and clear steps are taken to monitor the quality of what is offered through supervision arrangements, staff discussions, appraisals, staff meetings, and observing practice. Recommendations from the last report have been addressed, demonstrating that the nursery is willing to bring about improvement in the quality of care and early education offered.

The manager and owner conduct audits of any accidents which occur at the nursery to identify possible patterns or problems, while regular risk assessments eliminate any future risks to children. Each day, staff follow a simple checklist to help make sure care rooms are suitable and safe for children. All staff hold current paediatric first aid certificates to protect children's health and safety in the event of an accident. Staff are fully aware of the requirement to maintain records.

The nursery staff understand the value of working in partnership with others to support the needs of the children and their families. They work with the local children's centre to provide information for parents and to share good practice. Parents are happy with the care that their children receive and find staff approachable and friendly. Partnerships with parents are effectively established. Parents comment that they have many opportunities to talk at the start and the end of the day and are well informed about what is going on in the nursery.

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	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	EY361573
Local authority	North Yorkshire
Inspection number	945242
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	81
Number of children on roll	105
Name of provider	Sunbeams Limited
Date of previous inspection	05/05/2009
Telephone number	01423526204

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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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