

# Sunbeams Private Day Nursery

Austhorpe Lane, LEEDS, West Yorkshire, LS15 8TP

<b>Inspection date</b>	23/01/2014
Previous inspection date	13/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- A wealth of learning opportunities, a highly stimulating environment and a knowledgeable staff team support all children to make excellent progress in their learning and development.
- Staff respect each child's individuality and understand their unique qualities. This means children's individual needs are met with precision and children are supported to reach their potential.
- Staff are passionate about providing high quality care for all children. They give utmost priority to meeting children's needs. Consequently, children are settled, happy and ooze confidence.
- Children's behaviour is exemplary because staff have created positive strategies to support children's understanding of rules and boundaries.
- Children are exceptionally well-safeguarded in the setting because staff have a comprehensive understanding of their roles and responsibilities.
- The management team implements an excellent programme of staff development. Consequently, staff are constantly seeking to improve their already outstanding practice.
- Staff have created highly effective partnerships with parents. As a result, parents feel happy and confident leaving their children in the setting and are highly complimentary of the staff.

## 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 children in the four base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the provider, area manager, manager, staff and two parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, risk assessments, medication records and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day, parental contributions from observations at home and parent questionnaires.

## Inspector

Laura Hoyland

## Full report

### Information about the setting

Sunbeams Private Day Nursery was registered in 2001. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Austhorpe area of Leeds, and is privately owned and managed by Sunbeams Limited. The setting serves the local area and is accessible to all children.

The setting employs 24 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday all year round. except for a week at Christmas. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 197 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of 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 already outstanding practice at lunchtime by extending conversations with children to incorporate the nutritional values of the food provided.

## Inspection judgements

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

Teaching is outstanding. Staff have a thorough understanding of each child, their personality and know how they like to learn. Staff ensure that their knowledge of each individual child is reflected in the planning in order to support them to make excellent progress in their learning and development. In addition, the environments for children to explore are rich in resources and experiences. Regular observations of children playing allow staff to plan purposeful learning opportunities for children. For example, staff set up a tray with different types of bread and knives to allow children to practise cutting up food in a calm, relaxed and supervised environment where they can take as long as they need to master the skill. Children find this activity exciting as they come up with ideas to make sandwiches for the babies and cut them into small pieces. Furthermore, the ongoing observations of children's development mean that staff have a comprehensive understanding of how to support children's next steps in their learning and therefore children make excellent progress from their starting points.

Staff are constantly thinking about how to extend children's learning. For instance, older children's interest in paint is extended as they are supported to explore powder paint by

adding water and mixing colours. This supports their mathematical skills and also their early literacy skills as they use chopsticks to make marks and practice letter formation. Younger children's excitement at exploring sensory objects is enhanced as differently flavoured jelly is provided for children to touch, smell and taste. These experiences excite children and motivate them to learn. Staff understand the importance of children being engaged and leading their own learning. Constant communication is encouraged through singing, stories and general conversation. Children are extremely confident in talking about past and future events and have created fantastic relationships with staff and their peers. As a result, children's behaviour is exemplary and they are very well-prepared for school.

Partnerships with parents is inspirational. All staff fully understand the importance of creating strong bonds with children and their families and this is at the heart of the setting. Parents are encouraged to discuss children's learning at home, an 'interest tree' is displayed in the entrance to the setting and staff use this information to plan for each child's individual needs. Parents are invited to regular stay and play sessions, planned events for fathers as well as training sessions that have been rolled out to staff. This means parents are fully included in their child's learning and understand the continuous progression of staff development. Furthermore, parents are very complimentary about the regular sharing of their child's progress through meetings with their child's key person and the manager.

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

Children behave exceptionally well because staff are fair, calm and support children to know the behaviour expected of them. A traffic light system supports children to know when they are pushing boundaries and when staff are pleased with their behaviour. Children respond to this well and take on small responsibilities in the setting gaining independence and maturity. For example, daily monitors set the table at mealtimes and all children understand they must help to tidy the room up at various times during the day. Children are further developing their independence skills as they manage their personal hygiene while still supported by staff when necessary. Children's emotional development is progressing very well indeed as their high levels of confidence is displayed throughout the day.

All children have a key person who fully understands their role and responsibility. Each key person cares for their child's intimate care needs and liaises with parents daily. Staff work with parents to gradually settle each child into the setting and support parents to feel happy and comfortable leaving their child. Parents feel very well-supported by staff and comment that they feel their children are exceptionally well-cared for. Daily diaries are used for the youngest children and are used as a two-way communication book. Older children animatedly tell their parents what they have enjoyed during their time in the session while staff and parents discuss how their child has been.

Children are provided with a wealth of healthy snack and meals, which are cooked on-site and served into dishes to support children to self serve their food. Staff sit with children and engage in conversation, however, on occasion the nutritional values of food is not

discussed to deepen children's understanding of healthy eating. Children's individual dietary requirements are closely monitored and adhered to. Staff have a clear system for discussing with the cook and colleagues to ensure children are given the correct food. Each child has a placemat which clearly states any allergies or preferences and all staff are aware of the policies and procedures in place. In addition, staff are confident in discussing the medication policy and procedures and the provider is a health care professional who ensures that stringent procedures are followed. These measures include, parents having to sign a daily medication form to allow staff to administer medication. Children's health is also promoted as they play outside daily. Children wear waterproof clothing and enjoy the climbing apparatus, wooden castle and bicycles as they run and negotiate the space outdoors. Fresh air, daily exercise and healthy meals mean that children are being given optimum opportunities to lead healthy lifestyles.

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

Safeguarding is of utmost priority and all staff fully understand their role, responsibilities and how to keep children safe from harm. All staff have had thorough safeguarding training and the provider is passionate about training staff to ensure all children's needs are met and their welfare protected. Password systems are used to release children to people collecting them other than their parents and the premises are kept very secure to ensure no unauthorised person can enter. Visitors' identity is checked and for new employees a rigorous recruitment and selection procedure is in place. All prospective applicants for vacant posts are subject to identity checks, several interviews and an in-depth induction procedure. In addition, all staff are vetted to ensure they are safe to work with children. This means a high quality of staff are recruited to deliver exceptional quality care and education to all children.

The management team show exceptional passion. This passion is transferred to staff who feel very well-supported in their role. Regular training events are held at the 'Learning Zone', which has been purpose built in Harrogate and is the home to the company's training infrastructure. Training events recently held have included schematic play, learning environments and paediatric first aid. The provider is a health care professional and updates staff's knowledge and understanding of health issues and first aid treatment regularly. This strong ethos for continuous development shines through. Staff are constantly supported to develop themselves professionally and the strong management team support staff to deliver high quality practice. Practice is shared between the staff at all setting's owned by the company at 'quality circles'. This is time when staff share their ideas and cascade their knowledge to others. This means staff are continuously developing their already outstanding practice and driving for improvement.

Partnerships with parents and other professionals is exceptional. Staff welcome all advice and guidance in order to celebrate and embrace children's individuality and their unique characters. Children with special educational needs are supported by outside professionals and staff take great care to listen to children's needs and create individual education plans to support children's progress. Staff welcome visitors to share their practice. Parents are extremely complimentary about the setting and the staff. They feel their views are listened

to and regular questionnaires confirm that their ideas and thoughts are taken seriously. Furthermore, parents are invited to training events to understand the ethos of the setting and what their children are gaining by attending the setting. For example, parents have recently attended training on schematic play to support their understanding of children's behaviour and the provider holds regular paediatric first aid course free of charge for parents. This demonstrates excellent partnerships with parents who are truly valued and supported by the staff team.

### **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

<b>Unique reference number</b>	512730
<b>Local authority</b>	Leeds
<b>Inspection number</b>	948955
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	92
<b>Number of children on roll</b>	197
<b>Name of provider</b>	Sunbeams Limited
<b>Date of previous inspection</b>	13/08/2013
<b>Telephone number</b>	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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