

Sunbeams Day Nursery

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

Inspection date	26/02/2014
Previous inspection date	06/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Staff are kind to the children and attentive to their individual needs.
- Children are cooperative and respond well to staff, so they develop skills for future learning.
- Staff are working closely with the local authority development team to bring about improvements.

It is not yet good because

- Assessment procedures include all areas of learning, however planning and monitoring of children's communication and language development lack clear targets.
- The variety of resources and activities available for babies and toddlers does not fully promote their interest and development.
- Staff have sound awareness of children's backgrounds, although they do not always take advantage of opportunities to promote inclusion and children's understanding of diversity.
- Children play outside on a rota basis each day, however, staff do not extend the opportunities for outdoor learning.

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 each of the age-group rooms and in outdoor play.
- The inspector had discussions with the provider, manager, staff and parents.
- The inspector undertook joint observations with the manager.
- The inspector checked safety and security of the premises.
- The inspector took account of current action plans and the self-evaluation procedure.

Inspector

Julie Wright

Full report

Information about the setting

Sunbeams Day Nursery registered in 2005 with the current owner. It operates from an end of terrace house in a residential area of Peverell, 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. The nursery is open each weekday from 7.30am to 6pm all year round. There are currently 65 children on roll aged from birth to under five years. The nursery provides funded early education places for children aged two, three and four years. The nursery employs 14 staff to work with the children, including two trainees. The manager is qualified to level 4 and one member of staff has Early Years Professional Status. Other staff have National Vocational Qualifications at level 2 and 3.

What the setting needs to do to improve further

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

- improve the observation, assessment and planning procedures, with particular regard to children's communication and language skills, to monitor children's developing vocabulary effectively
- provide a more stimulating environment for babies and toddlers with a wider variety of play experiences.

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

- improve the opportunities for children to use home language in play and extend the activities to promote children's development in understanding the world
- develop the provision of outdoor play and learning for children, to promote health through more frequent physical activities
- review the effectiveness of the key person system to promote continuity of care fully for younger children.

Inspection judgements

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

Children are cared for in appropriate age-groups, with the under threes upstairs and the pre-school group on the ground floor. Staff are suitably deployed to maintain the required ratios. Toys and equipment are available to suit the ages and abilities of children, although not always sufficiently varied. For example, babies enjoy a sensory experience as they investigate foam in a tray. Staff hide toy animals under the foam for babies to find for additional interest. Babies smile and clap their hands to splash the foam around, however, staff do not change this resource during the course of the day to provide variety. Mobile babies explore the room and discover books, plastic bricks, shakers and some other toys. They sit at a table to make crayon marks on paper or to dab and stick with glue, preparing them to practise early writing skills. Staff interact with babies to promote language development. For instance, they make sounds and say words for babies to copy. Staff instigate games such as 'where are your eyes, where is your nose?', so babies learn to recognise words and body features. Babies sit with staff to look at photographs, picture books and at themselves in the low-level mirrors. Toddlers show developing confidence and competence. They are eager to join staff for group activities, such as circle and song time. These activities encourage toddlers to listen, copy actions and to cooperate in a group situation. Staff help toddlers to understand the routines, which help to prepare them towards their move to pre-school. They also have plenty of time for independent play, so they can explore freely. However, the play areas are not always inspiring or attractive. For example, the role-play areas sometimes lack resources to promote toddlers interest consistently well.

Staff have developed suitable transitional arrangements are in place throughout the nursery. This helps children in their social and emotional development as they progress towards their next stage. For example, staff enable babies and toddlers visit the rooms they will move on to. Pre-school children learn about the schools that they will go to. Staff use a 'communication book' when children attend more than one setting. This enables them to share relevant information with parents and other providers, to promote continuity of care for children. Staff encourage pre-school children to move around the room and make independent choices. For instance, they like to sit under the canopy to play imaginative games with their friends. They select books and turn pages carefully as they talk about the picture. Children understand the sequence of the story, which shows that they are developing literacy skills. Children play in a tray of pebbles and stones, using toy vehicles to transport them around. Staff write numbers on the stones and provide different sizes of containers in the sand tray. This prompts mathematical development as children count the stones and learn about capacity as they pour the sand.

Staff are beginning to implement and develop revised observation and assessment procedures. They are in process of transferring data to an electronic tracking system, which will show children's progress and emerging skills. Staff identify children's next steps of development, although target plans to help them achieve this are not always clear. For example, to support children's communication and language development staff know that children have to build vocabulary. However, there is not a defined system in place to

monitor children's progress in this aspect robustly. Staff engage children reasonably well in play, although skills in extending learning vary. For example, some staff ask closed questions and make general comments, which results in inconsistent challenges. Staff provide information for parents in newsletters, on display boards and through regular discussions. They organise parents evenings each term to discuss children's development records, which parents may contribute to if they wish. For instance, parents write about children's achievements at home on a 'wow' card, or ask staff to add something to the record. Staff encourage shared learning at home with the provision of a lending library. They are currently creating 'story sacks' to use at home to develop the activities and promote more interest for families.

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

Babies, toddlers and older children feel secure because they have warm relationships with staff. There is a key person system in place, although all staff share the care of children in their group room. This means that babies sometimes have a number of carers, which does not rigorously promote secure attachments. Staff are aware of children's individual needs, such as dietary requirements, preferences and routines. They recognise when babies and toddlers are tired and make appropriate arrangements for them to sleep. Staff check sleeping babies every ten minutes and also use a sound monitor for safety. They also note the temperature of the cot room to keep babies comfortable. Staff escort and supervise babies and toddlers at all times. When they go up and down the stairs pre-school staff are available for additional help. Staff demonstrate improved hygiene practice to protect children's health. For example, they wear disposable gloves and aprons when changing nappies. Changing mats are wiped clean between children to prevent risk of cross-infection. Staff and children wash their hands at appropriate times, with toddlers showing a clear understanding of the routines. Pre-school children develop independence in their self-care skills. They confidently say to staff "scuse me, can I go to the toilet?" before leaving the room. Consequently, children are safe because staff know where they are. Facilities are generally suitable, although the toilets do not provide privacy and dignity for children.

Children enjoy sociable caf-style snack times. They decide when they want to sit down to eat with their friends and staff, so they develop confidence and recognise their own needs. Staff provide a variety of health options, including lunches. Menus are displayed and staff maintain daily contact sheets for younger children, which is useful information for parents. All children have access to individually named drinks at all times, so that they are not thirsty. After lunch children clean their teeth and have lively conversations with staff about this. Toddlers demonstrate their brushing techniques and smile broadly to show their clean teeth. Those who need it are provided with a safe, comfortable place to sleep. Sleeping children are checked regularly and the sleep room is risk assessed on a regular basis.

Staff teach children clear boundaries so children learn to behave well. Children understand the routines and help with tasks, such as tidying up. They are cooperative and follow instructions, for example, pre-school children form groups and line up when asked.

Children get their outdoor clothes as they prepare to play out, which promotes their independence skills. Each group of children play in the garden on a rota basis, so that they all have a turn. However, staff do not always extend outdoor play times, for example, to take advantage of additional learning opportunities on a dry day. Children now have better opportunities for physical exercise because the bark is a safer surface than previously. Staff place hoops on the ground and encourage children to jump from one to another, to develop coordination. Children dig in the compost, chalk on the board and pour water down pipes. Staff take relevant information from parents when children first start, so they know about differing needs and backgrounds. They seek one or two key words to reflect dual language, although do not actively encourage children to learn and use these. Therefore, staff do not always extend the opportunities to promote inclusion and develop children's understanding of similarities and difference.

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

The provider demonstrates a good understanding of their responsibility to meet the safeguarding and welfare requirements. Suitable risk assessment procedures are in place, which identify potential hazards to children. Staff take appropriate action to minimise these risks, for example, they put safety catches on cupboard doors to make hazardous contents inaccessible to children. Doors are secure and a safety gate prevents children's unsupervised access to the stairs. Routine fire safety checks are made and staff keep up-to-date with fire safety recommendations. A fingerprint entry system enables access to authorised persons. There is a sign on the external gate advising parents not to let unknown persons follow them in, to keep children safe. Entrance to the building is then through the pre-school room, where staff monitor persons arriving and leaving the premises. Children cannot reach the lock on the external gate when they play outside.

Staff are suitably deployed and supervise children well to maintain safety. They have secure awareness of the Local Safeguarding Children Board procedures, to protect children's welfare. Staff work in partnership with parents and others to support children's individual development. At inspection the majority of feedback from parents is positive, with few conflicting views. Most parents are very happy with the range of activities and the information they receive. Parents describe how well their children settle and say that they enjoy being in the nursery.

Since the last inspection the provider and staff have made a concerted effort to address the actions raised. For example, safety in the outdoor play area has improved with the replacement of the decking. Staff are working with early years advisors from the local authority to make current and ongoing improvements. There has been a full review of the observation, assessment and planning procedures, including the progress check for children at the age of two years. Parents are involved in the initial assessment of children's starting points using a specific development document. An audit of resources is taking place and finances have been made available for additional staffing, training, toys and equipment.

Appraisal and supervision arrangements are contributing to the staff development programme. Staff have reviewed the hygiene policies and procedures to promote children's health. Records of attendance are in appropriate order. Suitable action plans are in place to help staff begin to establish the revised procedures and to improve learning opportunities for children. Therefore, staff demonstrate a positive capacity to improve and develop.

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	EY311912
Local authority	Plymouth
Inspection number	952274
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	65
Name of provider	Woodground Ltd
Date of previous inspection	06/11/2013
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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