

Sunbeams Ltd (Harrogate)

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

Inspection date	10/11/2014
Previous inspection date	29/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff know children very well and how they like to learn. As a result, motivating activities are planned and all children make good progress in their learning and development.
- Babies are developing very good communication and language skills because staff talk to them constantly, teach them new words and use signs to help non-verbal babies communicate.
- Staff have all had safeguarding training and thoroughly understand their roles and responsibilities, including what to do if they have a child protection concern. Consequently, children are protected well from harm.
- The capacity to continually improve is good because staff know the strengths and weaknesses of the setting and there is a clear passion for improvement.
- Partnerships with parents are extremely strong because staff know all families well and take time to talk to them about children's learning and well-being on a daily basis.
- Children are very well settled and have created good relationships with staff. This is because staff take time to get to know children and follow their individual routines.

It is not yet outstanding because

- Opportunities to support children's small muscles skills are occasionally missed.
- Staff do not always create enticing areas for children to sit and enjoy books.

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 three main rooms in operation and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the provider, manager, operations manager, staff, children and parents.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures 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 of children at home and recent parent questionnaires.

Inspector

Laura Hoyland

Full report

Information about the setting

Sunbeams Ltd (Harrogate) was registered in 2007 and is on the Early Years Register and the compulsory and voluntary 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 four rooms and there is an enclosed area available for outdoor play. The setting employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including one member of staff with Early Years Professional status. The setting opens Monday to Friday all year round, except for a week at Christmas, and sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 132 children on roll who are in the early years age group. The setting provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and 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:

- further enhance children's already good physical skills at mealtimes by always providing appropriate cutlery to encourage skills, such as cutting

- enhance the book areas by making them more comfortable for children, in order to encourage them to enjoy books in a relaxing environment.

Inspection judgements

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

The quality of teaching is good because staff know children very well and how they like to learn. They spend time with parents getting to know children when they start, including their likes and dislikes. This enables staff to plan age- and stage-appropriate activities for each child. Regular observations are carried out and used to plan children's next steps and support their learning further. Parents are supported by staff to observe their child's learning at home, which creates a two-way flow of information about each child's achievements. All parents receive information on the Early Years Foundation Stage and a range of displays demonstrate to parents what children are learning in the setting. This means parents feel very included in their child's learning. Staff track children's development closely and ensure they are all making good progress in all aspects of learning. Any identified gaps are quickly closed because staff are well trained to support children when any concerns in their learning appear. This means all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are progressing well from their starting points.

Staff plan exciting activities for children while also allowing them to explore for themselves. For example, children who show an interest in train journeys are encouraged to role play with staff. They make train tickets using a range of different coloured paints and paper. They pretend to visit areas in the community as well as other locations, such as London. Staff dress up in scarves and bags and involve themselves in play to develop children's ideas and thoughts. Other children explore the sand. They are given time to feel the texture and explore the properties of sand. When they pour sand on the floor, staff discuss their actions and explain that sand must be thrown away if it has been on the floor as it contains germs. This means children are learning consequences of their play. In addition, children are learning many skills for school. They listen well to staff, share resources with their friends and are becoming independent learners. Children are inquisitive and show good levels of confidence to support them to flourish when they move to school.

Babies are developing very good communication skills because staff constantly talk to them. They sing songs and read books, pointing to objects in the environment for children to support them to learn new words. Children repeat the new words, widening their already good vocabulary. In addition, babies who do not yet speak are supported by staff using actions and signs, and so fully include them in activities. Children have access to a wide range of activities and high quality resources. They move around freely and engage in a range of stimulating learning opportunities. However, although all rooms have areas for children to access books, they are not always cosy and comfortable. This means children are not always enticed to relax and look at books in order to develop their literacy skills to their potential.

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

Children make very strong attachments with staff. This is because staff take time to get to know children and their families. There is a clear settling-in process where staff spend time with parents learning children's routines and what they can do. They discuss children's dietary requirements and any medical needs in order to meet these effectively. Each member of staff has created a key person box which has important items in it. This goes home with new families so they can get to know their child's key person, their interests and information to support children to settle. Staff talk to parents when they drop children off to ensure they know children's latest routine at home. Daily sheets are used to record babies' routines in order to pass on accurate information to parents at the end of the day. The strong relationships staff have created with children mean that parents are happy with children's care and feel they are looked after well. Children develop a strong sense of belonging and by the time they move on to a new room or a new setting, they are emotionally equipped and well prepared.

Staff promote children's health well. They work with parents to wean babies and provide healthy and nutritious meals and snacks. Information on healthy eating is provided to parents who choose to provide their own meals for children. Older children take responsibility for setting the table ready for meals. All children sit in friendship groups and enjoy talking to their friends. They manage to pour their own drinks, but opportunities are

sometimes missed to further develop children's fine muscles skills. For example, some children are only given forks to eat their lunch and are therefore not learning how to cut up their food. Children are developing an enjoyment for outdoor play. They happily play out in the cold weather by ensuring they have their coats on. They are learning how to exercise as they run around and ride on bicycles. They learn how to take risks in their play as they gain new skills and they understand about safety, for example, as they negotiate carefully around other children and obstacles on their bicycles. Younger children are encouraged to exercise in small group dance and movement sessions as they copy staff's actions and explore with musical instruments. As a result, all children are adopting healthy practices.

Children behave very well because they follow the rules and boundaries of the setting. Staff remind them of their expectations, such as walking inside, and praise children's positive behaviour. Older children use a visual sun and cloud for good behaviour and undesirable behaviour. Children are extremely proud when they remain on the sun for good behaviour. Staff are patient with children and talk to them kindly. As a result, children and staff have mutual respect for each other.

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

Safeguarding children is very important to staff. All staff receive safeguarding training during their induction and this is regularly updated. All staff know who to refer any concerns to and the professionals outside the setting to contact for advice and support. Information is displayed around the setting regarding whistle-blowing procedures if they have any concerns about their colleagues' behaviour. The premises are risk assessed each day and staff ensure children play and learn in a safe environment. All staff are recruited using a robust procedure, which includes several interviews and a probationary period. This ensures staff fully understand their roles and responsibilities. Furthermore, all staff are employed subject to suitable references and Disclosure and Barring Service checks. Consequently, children are protected very well from harm.

All staff have a clear passion to continually improve their practice. They attend many training courses and their performance is evaluated and discussed during regular peer observations and supervision meetings. All staff are assigned a mentor when they start in the setting to learn their role and make them feel settled. The provider reviews the role of the manager and holds the management team to account. This means that all staff know what is expected of them. The provider believes in empowering the staff team and giving them autonomy to make decisions. As a result, staff are loyal to the setting and work hard to continually improve the service.

Since the last inspection, staff have all worked together to review the planning system. This is overseen by the operations manager, who monitors children's progress. The Early Years Professional also works within the rooms to role model good practice and support staff to improve their performance. Staff listen to parents' views which are obtained regularly using parent questionnaires, a parent forum and verbal communication. Parents recently asked for more information on the Early Years Foundation Stage. Staff have

created information packs and held workshops to teach parents about the curriculum. This means the good relationships with parents have improved even further. Staff have also created positive relationships with other professionals. They liaise with speech and language therapists to support children's development as well as the local authority advisory team and teachers from local schools. These positive relationships all aid children to become ready for their next stage in learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962834
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	81
Number of children on roll	132
Name of provider	Sunbeams Limited
Date of previous inspection	29/11/2013
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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