

# Sunbeams Day Nursery

Hawkers Hill, Mitcheldean, Gloucestershire, GL17 0BS



## Inspection date

23 March 2015

Previous inspection date

28 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Management and staff are committed and enthusiastic about their work. They now evaluate the provision well and children receive a good standard of learning and care
- Staff are friendly and caring towards the children, which fosters their well-being and meets children's physical needs well. Children form secure relationships with staff and are happy in their surroundings.
- Children are confident, well-motivated learners, concentrating for long periods and initiating many activities for themselves so that they achieve well in their learning.
- The interesting resources and activities that the staff make available to babies and children include interesting, natural and enticing materials. These stimulate the children and help to build on their curiosity and imagination.
- Children with special educational needs and/or disabilities receive very good support because staff work closely with their parents and other professionals.
- Children behave well because staff use consistent, clear boundaries, and because they are engaged and interested in the activities.

### It is not yet outstanding because:

- Staff do not help children's learning as much as possible by helping them to choose resources and play independently following lunch time.
- Staff do not gather some valuable information from parents when children first start to find out more about children's stages of development to get them off to a flying start.
- Staff do not share information with all other settings that share children's care to complement and encourage children's learning consistently.

## What the setting needs to do to improve further

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

- develop children's choices for their after lunchtime activities
- extend existing information obtained from parents when children first start to assess what they can already do to help identify their starting abilities and stages of development more precisely
- strengthen partnerships with all other early years providers who share the children's care, to increase consistency in their learning, for example, by providing opportunities to share observations about children's development.

### Inspection activities

- The inspector viewed the areas where childcare takes place, including the toys, equipment and resources children use, and observed interactions between the staff and children.
- The inspector observed activities in the four playrooms and outside areas, and undertook a joint observation with the provider.
- The inspector held meetings with the provider and talked with staff, children and parents.
- The inspector checked the evidence of: notification of changes to Ofsted; the suitability, qualifications, supervision and professional development of staff; observation, assessment and planning systems; partnership working with parents; and the provider's self-evaluation and improvement plans.
- The inspector sampled a range of documentation including children's records, planning and written policies, and discussed safeguarding procedures.

### Inspector

Angela Cole

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children achieve well because the educational programme is good. Staff are skilled at identifying and supporting children's learning through using their interests. Staff observe children frequently to plan what they need to learn next. This helps children achieve well. The staff are particularly skilled at developing children's communication. They include babies in conversations with warmth and enthusiasm. Staff support toddlers' interest in books by using soft toys skilfully. They draw older children into interesting discussions to extend their language, counting and early literacy skills. Staff offer helpful questions and comments to aid children to recall exciting times, such as a father bringing his tractor to nursery. Children are enthusiastic learners, including in their imaginative play. They gain self-esteem, independence and become self-motivated. They are well prepared for the next stage in learning.

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

Children settle rapidly and gain confidence. Children have close bonds with all staff, including those who take special care of them. They make friends and learn to negotiate their own turn taking. Adults respond quickly to any individual needs because children can mostly choose what to play with and where. Children enjoy long periods of play in the fresh air. They learn why they wash before eating and toddlers sing, 'No more germs on your inside'. Staff provide children with ample chances to challenge themselves and take small but suitable risks. They develop physical skills, learning to climb and balance. Children willingly help to keep floor areas safe. They enjoy exploring the natural world in play with mud and grain.

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

The provider and staff implement requirements to a good standard. They check children's progress at regular intervals, including for two-year-olds. They meet children's needs well and focus on closing gaps in their achievements. Staff understand well how to safeguard children. They respond to safety issues and keep records and documents up to date. Staff encourage parents to communicate daily about their children's well-being, so are advised of any issues. After children settle, staff make good use of parents' knowledge about children's progress at home to foster their learning at the nursery. The provider addressed the many issues arising from the previous inspection promptly, which has improved provision considerably. Staff now work as a cohesive team and seek out helpful training. They use supervision, regular meetings and systematic reflection to identify and address areas for development. Staff are highly willing and capable in evaluating what they provide for children to bring improvements.

## Setting details

<b>Unique reference number</b>	101586
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	997011
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	75
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Sharon Hale
<b>Date of previous inspection</b>	28 October 2014
<b>Telephone number</b>	01594 541054

Sunbeams Day Nursery started in 1997 and registered with Ofsted in 2001. It is located in Mitcheldean, Gloucestershire. There is limited access for disabled people. The nursery opens each weekday from 7.30am to 5.30pm all year round, excluding bank holidays and Christmas week. It receives funding for the provision of free early years education for children aged two, three and four years. The nursery offers before and after school care. There are 16 members of staff working directly with the children. Of these, 15 have appropriate early years qualifications, including the provider who holds Qualified Teacher Status.

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