

Inspection date	3 November 2016
Previous inspection date	23 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The managers do not organise staff effectively, to consistently meet the individual learning needs of all children. For example, staff often clean and complete other tasks, rather than supporting and interacting with the children. At this time, activities can lack challenge and children do not make the progress of which they are capable.
- The learning environment for the youngest children is not as welcoming, attractive and stimulating as it is in other rooms, to encourage them to explore and investigate more.
- Staff do not consistently encourage toddlers and older children to take responsibility for their own care needs, to support their independence.
- Staff do not provide many opportunities for children to explore technology.

It has the following strengths

- At times, staff provide good support for older children's literacy and mathematics, for example, to compare toy sizes and involve them in stories by asking them questions.
- Managers closely monitor the progress that all children make. For example, they are reviewing how well staff check children's personal and social achievements with regards to how children regulate their feelings and behaviour.
- Children form secure emotional attachments with staff, which help them to settle in quickly. They are happy and confident and kind to others.
- Partnerships with parents are good. Staff routinely share information with parents about children's progress and work closely with them to plan next steps in learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ organise staff effectively to consistently meet children's individual learning needs. 	17/11/2016

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

- improve the learning environment for babies and youngest children, to provide more stimulating opportunities for them to explore and investigate freely
- support toddlers and older children more consistently to do things for themselves and develop their independence
- provide more opportunities for children to learn about technology.

Inspection activities

- The inspection took place following the risk assessment process.
- The inspector observed the organisation of staff and their interaction with children, and watched children play. The inspector viewed the available resources and the play spaces inside and outdoors.
- The inspector took account of the views of children, parents and staff through discussion and parents' written feedback.
- The inspector held a meeting with the managers at appropriate times during the inspection and evaluated the success of an activity observed alongside a manager.
- The inspector sampled documentation including staff's suitability checks and training certificates, registers of children's attendance and children's learning records.

Inspector
Sarah Madge

Inspection findings

Effectiveness of the leadership and management requires improvement

Although managers meet the required staffing ratios, they do not organise staff well to meet children's individual learning needs effectively. For example, they delegate administrative tasks to a member of staff who is the only adult in a room with a large number of children, which limits the interaction and support they provide. Safeguarding is effective. Managers and staff have a secure knowledge of child protection procedures to follow in the event of a concern about a child's welfare. Managers support staff well to develop some aspects of their teaching. For example, training has helped staff support the babies and youngest children to learn about numbers and counting from an early age. Managers appropriately identify and target some areas for development. This has helped to improve the assessment system and strengthen parent partnerships further.

Quality of teaching, learning and assessment requires improvement

At times, children do not receive the support from staff to fully engage them in their play. During this time, activities lack focus and challenge, and children do not receive the extension they need to help them make good progress. Babies are happy and respond well to familiar staff. Older children access a broad range of resources although, at times, staff do not provide children with as much choice to help them learn about technology. Overall, staff successfully support all children's communication and language. For example, they clearly model sounds and words for babies and toddlers, and routinely extend older children's vocabulary.

Personal development, behaviour and welfare require improvement

Children are not always motivated or fully engaged in their play and learning. Staff often do tasks for toddlers and older children that they could do for themselves, for example helping them to get dressed. Children enjoy their time at the nursery and develop good social skills. For instance, children cuddle others spontaneously and show kindness as they share toys. Although the nursery environment is generally welcoming and attractive, play areas for babies and the youngest children do not offer the same quality appeal and stimulation, and they do not always receive the encouragement they need to explore and find new interests.

Outcomes for children require improvement

At times, the learning environment and poor staffing arrangements do not provide children with the challenge and support to extend their learning further, hampering the rate at which they make progress. Generally, children acquire the skills they need for their future learning and when they move to school. Older children develop good physical and mathematical skills, for example, as they make numbers with playdough. Babies and toddlers are emotionally secure and respond well to others.

Setting details

Unique reference number	EY311912
Local authority	Plymouth
Inspection number	1076814
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	40
Number of children on roll	62
Name of registered person	Woodground Limited
Registered person unique reference number	RP903584
Date of previous inspection	23 January 2015
Telephone number	01752 661445

Sunbeams registered in 2005 in Plymouth, Devon. It is open each weekday from 7.30am to 6pm, all year round. The nursery provides funded early education places for children aged two, three and four years. It employs 10 staff to work with the children. The manager is qualified to level 4, the deputy manager holds early years professional status and seven other staff members hold relevant level 3 qualifications.

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