

# Sunbeams Day Nursery

Hawkers Hill, Mitcheldean, Gloucestershire, GL17 0BS



## Inspection date

3 May 2017

Previous inspection date

23 March 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           |                      | Good                 | 2 |
| Personal development, behaviour and welfare            |                      | Requires improvement | 3 |
| Outcomes for children                                  |                      | Good                 | 2 |

## Summary of key findings for parents

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

- The manager does not always ensure that she promptly and effectively shares knowledge and understanding of statutory requirements relating to wider safeguarding issues with staff. As a result, staff are not fully aware of all the signs that should alert them to all possible concerns for a child's welfare. This is also a breach to the requirements of the Childcare Register.
- The manager does not always ensure that routine activities within the nursery have been thoroughly risk assessed. For example, staff sometimes pass babies through a low window to the outside play area. They have not risk assessed this procedure thoroughly to ensure the safety of babies at all times.
- Staff do not always use the most appropriate vocabulary when talking with babies, to help develop their vocabulary and language skills further.

### It has the following strengths

- The manager and staff promptly identify children's additional requirements and take swift action to gain support from other professionals. They work closely with speech and language professionals and community nurses to provide support for children.
- Children are happy and confident at the nursery. They thrive in the friendly, family environment. Children and staff have good relationships. Older children enjoy talking to adults about the things they enjoy doing at nursery. For example, they say that they enjoy playing with diggers and tractors in the garden.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

|   | <b>Due Date</b> |
|---|-----------------|
| ■ Ensure all staff fully understand their responsibilities with regard to Prevent Duty  | 03/07/2017      |
| ■ risk assess practices in the baby room more thoroughly, to ensure staff consistently keep babies safe at all times, especially when they move from the garden to indoors. | 04/05/2017      |

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

- encourage staff to always use appropriate vocabulary when interacting and engaging with babies, to help develop babies' language and communication skills.

### Inspection activities

- The inspector observed care and teaching practices indoors and outdoors.
- The inspector spoke with parents and children, and took account of their views.
- The inspector examined a range of documents, including policies and children's records.
- The inspector held a leadership and management discussion with the manager.
- The inspector spoke to staff and took account of their views.

### Inspector

Patricia Pillay

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The manager knows the signs that she should be aware of to safeguard children and the procedures she should use to follow up concerns. However, she does not ensure that staff understand all requirements to fully safeguard children and keep them safe at all times. Although staff know what to look out for and to report their concerns promptly, they do not know all of the signs that they should be alert to regarding the 'Prevent' duty. The manager supervises staff performance through observations and appraisals and identifies training needs. For example, a staff member has undertaken training to enable her to support other staff in meeting individual children's communication needs. The manager evaluates provision well and uses training to enhance provision. For example, staff have attended training to learn about providing different environments for children and now plan to develop the toddler garden to support children's sensory learning.

### **Quality of teaching, learning and assessment is good**

Staff prepare older children well for their move to school. For example, children gain independence as they take off shoes and change into shorts for a physical education lesson. Staff have developed sound partnerships with other early years settings. The manager and senior staff attend meetings with other settings to monitor the quality of their assessments of children. Parents find assessments informative to help them support their children's learning at home. Staff use information from parents effectively to identify children's starting points. For example, they ask parents about babies' routines.

### **Personal development, behaviour and welfare require improvement**

Staff do not always identify and use the safest routes when moving children between indoors and outdoors, to ensure their well-being fully. Meals and snacks are freshly prepared and well planned to provide for children's nutritional requirements. Staff eat with older children and support them to use cutlery independently. Staff know children well. For example, they recognise when toddlers become tired and need extra support.

### **Outcomes for children are good**

Children enjoy exploring a range of movements in the physical education lesson. They begin to learn about looking after their bodies as they warm up their muscles before exercising. Children learn to show respect for others. They listen and respond when other children lead physical activities. Children are confident and outgoing, they enjoy being with others. For example, they learn to share as they take turns in being the one to call stop and start as they play musical instruments. Babies are happy and contented with the staff who care for them. They especially enjoy exploring a range of sensory materials that they can feel, smell and taste.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 101586  |
| <b>Local authority</b>                           | Gloucestershire   |
| <b>Inspection number</b>                         | 1088858   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 8   |
| <b>Total number of places</b>                    | 70  |
| <b>Number of children on roll</b>                | 61  |
| <b>Name of registered person</b>                 | Sharon Hale   |
| <b>Registered person unique reference number</b> | RP908470  |
| <b>Date of previous inspection</b>               | 23 March 2015   |
| <b>Telephone number</b>                          | 01594 541054  |

Sunbeams Day Nursery started in 1997 and registered with Ofsted in 2001. It is located in Mitcheldean, Gloucestershire. The nursery operates Monday to Friday from 7.30am to 5.30pm all year round. The nursery also offers before and after-school care. There are 16 members of staff working directly with the children. Of these, 14 have appropriate early years qualifications. The manager is qualified to degree level.

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