

Inspection date

28 September 2017

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Experienced leaders are committed to continually making improvements that benefit children and families in the local community. Self-evaluation and action plans are clear and focused. All staff share the same vision and work well to achieve good quality.
- Children are curious and enthusiastic learners. Well-qualified staff understand how young children learn through play. They provide a variety of interesting activities and experiences. All children, including those who speak English as an additional language and those in receipt of additional funding, make good progress. They are well prepared for future learning and school.
- Staff create a warm and welcoming environment. Children are confident, very happy and settled. They form close bonds with nurturing and attentive staff who know them well. Children receive care which is tailored to support their individual needs. This helps them to feel safe and secure.
- Partnership working with parents is strong. Staff value the vital role parents play in supporting children's development. They keep parents fully informed about children's progress and use interesting ways to encourage their contributions. For example, staff send home a teddy bear and children and parents are able to share their experience of their weekend with the bear.

It is not yet outstanding because:

- Staff do not consistently provide higher levels of challenge to further extend children's learning and play.
- Although staff receive support and regular training, they do not benefit from consistent opportunities to share their skills and knowledge with each other.

What the setting needs to do to improve further

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

- provide consistently higher levels of challenge for children and increase the potential for them to make rapid progress in their learning
- strengthen systems for staff support and extend opportunities for them to share their skills and expertise with each other.

Inspection activities

- The inspector toured all areas of the setting. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions with the provider, manager and deputy manager and carried out an evaluation of teaching with the deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies, procedures and children's records, reviewed the setting's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents through discussions and written feedback obtained prior to inspection.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff know the procedures to follow if they have concerns about a child or the practice of a colleague. This helps to protect children's safety and welfare. The management team provides regular supervision sessions and training for staff. Overall, this helps them to build on their knowledge and skills and improve outcomes for children. Leaders closely monitor the progress of individuals and groups of children. Regular observations and assessments help staff to identify any areas where children require further support. For example, monitoring helped staff to address a previous gap in the mathematical development of boys. Effective strategies were swiftly implemented and previously identified gaps have closed. Partnership working with local schools is established. This helps to provide consistency for older children who attend both settings.

Quality of teaching, learning and assessment is good

Children demonstrate good listening and attention skills. They delight in wearing masks and pretending to be currant buns. They carefully listen to instructions and happily sit down if another child has chosen to buy them. Children particularly enjoy daily singing sessions. They sing clearly and complete the actions well, in preparation a performance which parents are invited to. Children delight in praise as staff congratulate them on their high levels of participation. This contributes towards their self-confidence. Older boys choose from available resources and creatively lead their own play. While playing with vehicles, they make model garages from wooden blocks and introduce large tubes to roll the cars through. They delight in seeing how far the cars have travelled when they appear out of the other end. Younger children develop good control and physical skills. They adeptly snip paper using scissors and cut tape to stick onto their pictures.

Personal development, behaviour and welfare are good

Staff teach children about the benefits of eating healthy food and advise parents about healthy packed lunch options. Children capably butter toast and choose from a platter of fresh fruit. These opportunities, along with the implementation of positive hygiene routines, contribute towards children's physical well-being. Children develop a good sense of compassion and consideration for others. For example, they participate in a number of fundraising activities. Staff sensitively encourage children to share and take turns. They reward them with stamps and stickers. This contributes towards their positive behaviour.

Outcomes for children are good

Children are content in the familiar routines. They instinctively know it is time to tidy up when staff play classical music. Children display good writing skills. They capably make marks with stamps and draw recognisable shapes. On arrival, children complete self-registration. They find their name and pop it in a post box. This helps to support their early reading skills. Children show good mathematical awareness. For example, they count pieces of fruit and name the shapes of plates and pieces of toast at snack time.

Setting details

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| Unique reference number | EY487105 |
| Local authority | Oldham |
| Inspection number | 1015870 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 3 |
| Total number of places | 40 |
| Number of children on roll | 20 |
| Name of registered person | Salvation Army Trustee Company (The) |
| Registered person unique reference number | RP903315 |
| Date of previous inspection | Not applicable |
| Telephone number | 0161 682 6785 |

Sunbeams re-registered in 2015. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The setting opens between 9.20am and 11.50pm on Tuesdays and between 9.20am and 2.55pm on Thursdays and Fridays, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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