

# Sunbeams Ltd (Harrogate)

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



<b>Inspection date</b>	9 November 2018
Previous inspection date	10 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Staff know children very well and they have good relationships with them. They regularly observe them, so that they are aware of their individual learning needs. Staff plan and provide a wide range of activities and resources, overall, that support children to make good progress.
- Children are happy and settled. They gain confidence from their close attachments to staff and this helps to support their emotional well-being. Children are naturally inquisitive. They make independent choices about what they want to play with and concentrate and persevere on their chosen activities.
- Children learn how to keep themselves safe and are careful to take manageable risks. They develop confidence in their physical skills, for example, as they climb and balance on the outdoors apparatus.
- The passionate and dedicated management team has high expectations of staff and what children can achieve. Management regularly seek the views of staff, parents and children and use this information to drive ongoing improvements.
- Partnerships with parents are good. They are involved in their children's learning and regularly receive updates about their child's progress through parents' evenings and daily discussions with the staff team. Parents are provided with ideas for activities that support children's continued learning at home.

### It is not yet outstanding because:

- Staff do not always organise large-group activities well enough to support all children's developmental needs. Sometimes, younger children lose interest and become distracted during activities.
- Staff do not consistently offer opportunities to help children use their home language as well as possible.

## What the setting needs to do to improve further

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

- review the planning of group activities, so that all children are challenged appropriately and supported to maintain their interest more effectively
- enhance opportunities to support children's home language during the day.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector held discussions with children and staff during the inspection.
- The inspector observed the quality of teaching and considered the impact this had on children's learning and development.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and reviewed policies, procedures and evidence of suitability records for all those who have access to children.

**Inspector**  
Shirley Maynard

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff are up to date with current legislation and fully understand their responsibility to protect children. They know who to contact if they have concerns about the welfare of children. The manager fully understands who to notify if an allegation is made about a colleague. Staff complete risk assessments and remove identified hazards. Recruitment is effective and all required checks are completed to ensure staff are suitable to work with children. This helps to promote children's safety. Staff are supported through inductions, teaching observations and supervisory meetings. They access a wide range of training opportunities to strengthen their knowledge. Managers and staff identify where children or groups of children may need additional support. This means that any differences in learning are quickly identified and addressed. Parents speak highly of the good progress their children make and the warm welcome they and their children receive.

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

Experienced and well-qualified staff know the children very well. They plan activities, which ignite their interest in learning. For instance, children who are enthralled by dinosaurs are encouraged to draw the reptiles, which helps develop their hand-to-eye coordination and imaginative skills. Children are confident, keen and display a 'can-do' attitude. Toddlers enjoy singing repetitive songs and rhymes, which helps support developing language skills. Older children think of ideas and create a story while they play, this helps develop their creative thinking. Children enjoy a varied range of sensory activities. For example, babies enjoy exploring the texture of cornflour and are supported to fill and empty containers. Staff use the outdoor area well to enhance children's physical well-being. For instance, older children demonstrate good jumping and balancing skills.

### Personal development, behaviour and welfare are good

Staff talk to children in a calm, respectful manner, gently reminding them about the need to share and take turns. Children are well behaved and respond positively to the high expectations of staff. Children are helped to manage their own emotions and understand the need to consider the needs and feelings of others. Children become independent learners during their daily routines. For example, they pour their own drinks and serve themselves at lunchtime. Staff gather information from parents about children's medical and dietary requirements that helps them to promote children's good health. Children develop a strong sense of themselves. Staff plan a wide range of outings and activities to help children learn about the wider world.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. They learn key skills in readiness for their eventual move on to school. Older children develop their early writing skills and their understanding of simple mathematical concepts. They talk about 'empty, full, more and less' when filling their water containers. Babies enjoy making different sounds with instruments and looking at books. They point to familiar objects that help develop their knowledge of the world.

## Setting details

<b>Unique reference number</b>	EY361573
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10069640
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	81
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Sunbeams Limited
<b>Registered person unique reference number</b>	RP904304
<b>Date of previous inspection</b>	10 November 2014
<b>Telephone number</b>	01423526204

Sunbeams Ltd (Harrogate) registered in 2007 and is situated in the grounds of St Robert's Catholic Primary School, Harrogate. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early years education for two-, three- and four-year-old children.

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