

Sunbeams Nursery

5 Wellcroft, Shipley BD18 3QH



Inspection date	17 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

This provision is good

- Management has a clear vision for the nursery and has a good capacity to improve continually. It routinely completes and reviews ongoing action plans. Managers value the views of staff, parents and children in the process. A parent representative has recently been chosen and her role is to feed back parents' views to the management team.
- Partnerships with parents are particularly strong. Strategies to encourage parents' involvement in their children's learning are very effective. Parents value the stay-and-play sessions with their children, which promote continuity of care and learning.
- Staff provide a wide range of interesting and stimulating activities that is based around children's interests and next steps in learning. Children are interested and motivated to learn. As a result, all children, including those with special educational needs and/or disabilities and children who speak English as an additional language, make good progress from their starting points.
- Staff have warm, positive relationships with children, who behave well. Staff get to know children well by gathering meaningful information about their individual needs and preferences. As a result, children are happy and settled.
- Staff help children learn about diversity and about others within the community. Children learn about people's differences and similarities, and how we are all equally valued, through activities and visits to the local residential home caring for older people.
- Children lack opportunities to observe and examine things closely through a variety of methods. This means that they are unable to broaden their understanding of the world.
- Staff do not always give clear explanations to children about the consequences of their actions, to help them fully understand how to manage risks totally effectively.

What the setting needs to do to improve further

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

- provide more opportunities for children to examine and observe nature and the world around them
- strengthen ways to fully develop children's understanding of how to identify and manage risks for themselves.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager, staff and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

Inspector
Helene Terry

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Management follows effective recruitment and vetting procedures to ensure staff working with children are suitable to do so. Staff have a secure understanding about their roles and responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extreme views. Staff complete thorough risk assessments to ensure a safe environment. The manager supports staff well through supervision, staff meetings and observations of staff practice. This helps identify any training needs. Staff have good access to training and a few of them are currently working towards higher qualifications in early years to enhance the learning outcomes for the children. Partnerships with other professionals involved in children's care and education are good and promote continuity of care and learning for the children.

Quality of teaching, learning and assessment is good

Staff observe, monitor and assess children's development and use the information to plan stimulating activities. Staff provide plenty of sensory and natural materials, encouraging children to experiment and investigate using all their senses. For example, babies feel the crinkly materials and observe the difference in texture of sand when water is added to it. Children have lots of opportunities to develop their physical skills. Babies pick up small objects between thumb and finger and place them in slots or on rods. In the pre-school room, children are beginning to hold pens correctly and some are writing recognisable letters associated with their names. Staff encourage children's communication and language skills well. For example, staff talk purposefully with the children and ask them questions to encourage their listening, attention and speaking skills. Children's vocabulary is enriched at snack time when they choose and talk about the different kinds of fruit and vegetables that they eat.

Personal development, behaviour and welfare are good

Children develop their independence skills very well. For example, they help prepare snacks, serve their own food and know where to access drinks when they become thirsty. Children practise good hygiene skills. They wipe their noses and dispose of the tissues in the bin. Children's self-esteem and confidence are boosted very well. For example, staff provide little tasks for children to do, such as pouring out the glue before activities. Photographs of the children and their artwork are displayed around the playrooms. This helps children feel valued. Children have good opportunities to play outdoors and exercise in the fresh air. They test their abilities and develop their large-muscle movements as they climb, balance and jump from heights.

Outcomes for children are good

Children are inquisitive and explore the resources and their environment well. Babies investigate what is under the flaps in books, while pre-school children have fun observing torchlight in the dark. Children listen attentively and follow instructions. They learn to identify and write the letters in own their name and take pleasure in choosing their favourite books. Children develop key skills well in readiness for school and their future.

Setting details

Unique reference number	EY501320
Local authority	Bradford
Inspection number	10076940
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	41
Number of children on roll	57
Name of registered person	Sunbeams Early Years Limited
Registered person unique reference number	RP535154
Date of previous inspection	Not applicable
Telephone number	01274 710779

Sunbeams Nursery registered in 2016 and is located in Shipley. The nursery employs 12 members of staff. Of these, nine staff hold appropriate early years qualifications at level 2 or above. The manager holds a relevant degree in early years. The nursery opens Monday to Friday from 8am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

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