

Sunbeams Atherton

Manor House, 23 Bolton Old Road, Atherton, MANCHESTER M46 9DF



Inspection date	17 January 2019
Previous inspection date	7 April 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Staff who care for babies do not have appropriate training, skills or knowledge. Furthermore, the member of staff who is responsible for the baby room does not have suitable experience.
- The key-person system for babies is not effective. Staff do not support the emotional well-being of babies.
- Staff who are responsible for the care of babies do not use or have appropriate knowledge of good hygiene practices. This compromises children's health and safety.
- The coaching and supervision of staff who work with babies are not effective. The manager has failed to act on weak practice in the baby room.
- Staff interactions with babies are not stimulating and engaging to help them to make good progress.
- On occasions, staff do not extend the level of challenge for able children in order to help them build on their learning further.
- Self-evaluation is not effective. The manager has not identified weaknesses in the baby room to ensure good practice.

It has the following strengths

- The management team and staff have developed effective strategies to provide ongoing communication for older children. Parents comment positively on the support that they receive to continue learning at home. For example, staff provide a newsletter to give parents ideas on how to further develop key skills.
- Staff use positive behaviour management strategies to ensure that children understand boundaries and routines. Children behave well.

What the setting needs to do to improve further

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

	Due date
ensure that at least half of staff working with babies receive training specific for the care of these children	31/01/2019
ensure that the member of staff responsible to take charge of the baby room has suitable experience	31/01/2019
ensure that the key-person system for babies is effective and supports their emotional well-being	31/01/2019
improve hygiene practices in the baby room to ensure children's good health	24/01/2019
improve the coaching and supervision of staff practice within the baby room to help improve staff interactions	31/01/2019
provide babies with stimulating play and learning opportunities to help them make good progress.	31/01/2019

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

- enhance the level of challenge for able children to help them build on what they know
- strengthen the systems for self-evaluation to ensure improvement takes place.

Inspection activities

- The inspector spoke with the manager, some children, parents and staff throughout the inspection and took account of their views.
- The inspector looked at relevant documentation, such as children's records and planning, policies and procedures, and self-evaluation, and checked the evidence of the suitability of staff working at the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed this.
- The inspector held several meetings with the manager.

Inspector

Liz Fortune-Price

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Staff do not have knowledge or experience to meet the needs of babies. The leader in the baby room does not have suitable experience of caring for babies. The manager has failed to provide staff with adequate coaching and supervision to help improve staff practice in the baby room. This has led to significant weaknesses in the care, learning and development for babies. For example, staff leave babies on cushions and in bouncy chairs for long periods of time. Despite this, staff access child protection training regularly and know the action they must take if they are concerned about a child's welfare. Staff have an awareness of how to keep children safe. For example, the outdoor area is checked for risks before children go out to play.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Staff in the baby room do not have sufficient training, knowledge or skills to provide appropriate opportunities for all babies to make good progress in their learning. For example, less-mobile children appear bored and disengaged because of poor staff interaction and the lack of stimulating activities. On occasions, staff working with older children fail to build further on what children know. For example, able children are not encouraged to recognise the letters and sounds within their name during self-registration activities. Despite this, staff in the pre-school room support children's thinking skills and understanding of the world well. For example, older children explore ice and watch it melt on their hands. Children enjoy exploring sensory play. For example, some children use different tools to make marks in flour and fill and empty containers with sand.

Personal development, behaviour and welfare are inadequate

The key-person system for babies is not effective. Staff who are responsible for babies do not support their emotional well-being. For example, staff leave babies to cry and do not offer adequate comfort and support. There is no apparent bond between staff and babies. Poor-quality interactions fail to provide babies with the opportunity to develop positive relationships with staff and develop their early social skills. Staff in the baby room do not always follow the care practices and procedures of the setting. For example, staff do not sterilise the equipment used for food or wash their hands before preparing bottles of milk. Older children are settled and appear content in the setting. Children benefit from and enjoy a variety of freshly prepared meals.

Outcomes for children require improvement

There are weaknesses in supporting the care and learning of babies. The lack of stimulation and engagement through play and activities does not ensure that babies are making good progress in their learning. In contrast, older children have opportunities to become independent. For example, they wash their hands before lunch and get their own cutlery. Despite the weaknesses in teaching and learning for the youngest children, older children gain skills that prepare them adequately for their next stage in learning. Older children learn to take turns during group time and gain confidence in their physical skills through regular outdoor play. For example, staff support the perseverance of older children well while learning how to pedal a bicycle in the garden.

Setting details

Unique reference number	EY456178
Local authority	Wigan
Inspection number	10066805
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	56
Number of children on roll	85
Name of registered person	Sunbeams Atherton Ltd
Registered person unique reference number	RP532159
Date of previous inspection	7 April 2016
Telephone number	01942 875 191

Sunbeams Atherton registered in 2013. The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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