

Inspection of Childcare @ Sunbeam

Sunbeam Childcare, 9-11 Lupset Crescent, Wakefield, West Yorkshire WF2 8RH

Inspection date: 25 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and at ease. They settle quickly after a friendly greeting from staff, who they have secure attachments with. Children find their name to self-register and develop early independence while hanging up their belongings. Children develop friendships and readily make choices from a variety of accessible resources, set out in the safe playrooms.

Older children buddy up with new children to boost their confidence and self-esteem as they settle. Children enjoy sociable daily routines, for instance as staff ring the bell for welcome time. Children take part in an overall good range of activities. These help children, including those in receipt of additional funding, progress well and be ready for school. Children working below typical expectations are promptly identified and supported to catch up in their development.

Children in the pre-school room inquisitively explore and compare vegetables. Staff effectively build on, and reinforce, children's learning, for example through stories. Children think about which vegetables from the story are missing from those set out in a tray. They create a shopping list from this. Children aged two years delight in exploring sensory media, such as sand, where they pretend to make pancakes in a pan. They display amusing early imagination in the home corner role-play area, where they learn to share.

What does the early years setting do well and what does it need to do better?

- Staff's qualifications have an overall positive impact on the nursery provision. Staff continually observe and assess children's progress to identify their key next steps in learning. These are linked to the room planning, which is evaluated weekly and includes children's interests and ideas. These systems are generally successful in helping children to make good progress. However, teaching and certain adult-planned group or craft activities do not optimise two-year-old children's learning.
- Staff build on children's knowledge in the pre-school room. For example, when children talk about what they think is a lettuce, staff identify this as a cabbage and explain the difference between the two.
- Children develop early literacy and mathematical skills. Older children recognise and write letters, and correctly match objects to laminated number cards. Children aged two years develop strength in their fingers, which aids their future writing. For example, they access resources in the 'funky fingers' area, such as a fishing game. They use tools such as paint rollers and sand utensils, and manipulate play dough.
- Staff support children's early communication skills effectively. This is helped through the training that they have attended and early speech initiatives.

Children who speak English as an additional language are well supported and confidently take part in activities and routines. Staff engage two-year-olds in discussions during daily routines, such as snack time.

- Parents and staff exchange good-quality information to support children's care and learning. Parents share stories at home through the weekly book scheme and take home-learning activities and resources home. Staff are in the process of setting up interactive training programmes for parents.
- Staff promote healthy living. Children freely access outdoors, wherever possible, and staff follow oral health initiatives. Children brush their teeth and staff use sand timers to show how long they need to brush their teeth for. Staff reinforce messages about healthy living through books, photographs and role-play resources.
- The manager works directly in the pre-school room each morning as the room leader. Consequently, she oversees provision and monitors staff's practice directly. The manager has a generally accurate view of what needs to improve, and staff questionnaires help to inform training. However, there is scope for the manager to better monitor and support provision for the two-year-old children.
- Children learn about their community, for instance through local walks and visiting shops. They learn about special celebrations within families, observe diversity around the nursery and recycle items to support charity events.
- Staff model positive and respectful relationships to children, who play well together. Overall, they promote positive behaviour, for example through displays, tidy-up challenges using timers and songs that make daily routines fun. However, at times, younger children in the pre-school room require more support and direction to help them focus, engage and follow expectations.

Safeguarding

The arrangements for safeguarding are effective.

The provider has rigorous recruitment and vetting processes to ensure that staff are suitable to work with children. Staff undertake good risk assessments to minimise hazards. Access to the nursery is stringently monitored. As part of this, coded key pads are fitted and external gates are secured when children play outside. The manager has a strong knowledge of child protection issues. She works closely with other professionals to promote children's welfare. Staff can identify the possible indicators of abuse and complete regular safeguarding training, to keep their knowledge updated.

What does the setting need to do to improve?

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

- review adult-led craft activities and group times, and teaching during these activities, to match them more closely to two-year-old children's abilities

- provide greater levels of support for the younger children in the pre-school room to focus, engage and understand behavioural expectations
- strengthen monitoring of practice in the two-year-old children's room, to more precisely oversee the curriculum and target continued professional development.

Setting details

Unique reference number	EY271027
Local authority	Wakefield
Inspection number	10073268
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	36
Number of children on roll	54
Name of registered person	St George's Lupset Ltd
Registered person unique reference number	RP905808
Telephone number	01924 330268
Date of previous inspection	10 May 2016

Information about this early years setting

Childcare @ Sunbeam registered in 2003. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, three hold level 3, one holds level 4 and one holds level 5. The nursery opens Monday to Friday, during term time only. Sessions are from 9am to midday and from 1pm to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The manager gave the inspector a tour of the nursery. The inspector observed the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The manager carried out a joint observation of an activity with the inspector.
- The inspector held a meeting with the nursery manager.
- The manager shared various documents with the inspector. This included those related to the suitability and qualifications of staff, and records relating to staff's planning and children's learning.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020