

Inspection of Sunbeams Day Nursery

2 Compass Terrace, Southwell Business Park, PORTLAND, Dorset DT5 2NP

Inspection date:

16 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the nursery. They behave well and build close bonds with other children. Due to recent changes in staffing, many staff are new. The induction processes are not always effective in supporting new staff to have a clear understanding of their role and responsibilities. Some staff do not know who their allocated key children are. This means that children's care is not always tailored to meet their individual needs.

Children explore the nursery confidently and enjoy plenty of fresh air and exercise. Older children develop their gross motor skills as they ably climb, run and balance in the garden. They learn to be independent in their self-care in preparation for school. Babies enjoy sensory play with sand to nurture their curiosity. Staff do not always help children to follow good hygiene routines to prevent the spread of infection. For example, they do not always support young children to wash their hands appropriately before they eat.

Staff observe children as they play to help identify their interests. However, staff do not use this information to find out what children already know and what they need to learn next. As a result, staff do not always target learning experiences to help ensure that children make good progress. Some staff do not do enough to support children to build their vocabulary or help them learn how to pronounce words correctly.

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

- There have been changes to staffing in recent months, including the manager and deputy manager. The nominated individual has taken on the role of manager and has identified the areas in which the nursery needs to improve. However, she has not yet been able to drive this improvement because she is working directly with children to cover staff shortages.
- The manager has clear plans for a well-balanced curriculum. However, not all staff use assessment well enough to enable them to identify children's current level of development. This means they are unable to organise children's learning to help ensure that they make the progress of which they are capable.
- The manager does not ensure that new staff receive a thorough induction to enable them to fully understand their roles and responsibilities. For example, some new staff do not know important information about the nursery or their key children. This means they do not have the knowledge they need to be able to support children's learning effectively.
- Staff do not consistently use their interactions with children to build children's vocabulary or help them learn to pronounce words correctly. For example, staff working with babies encourage children to say 'ta' instead of 'thank you'. At

times, older children are not given the time they need to be able to share their thoughts and ideas.

- Parents say that their children are happy and that staff are welcoming and kind. However some staff do not know who their key children are. As a result of this, some children's care is not targeted well enough to meet their needs. Staff are unable to work in partnership with children's parents because they do not know which children they are responsible for.
- Staff do not always follow effective hygiene measures to help keep children healthy. For example, staff wipe children's noses and put used tissues into children's pockets. Staff working with younger children do not have systems in place to ensure that all children have clean hands before they eat.
- Children behave well and follow the rules and expectations of the nursery. For example, older children help to tidy up when asked. Staff generally manage minor disputes well and use praise to encourage the use of good manners.
- Children develop their fine motor skills and build their muscles in preparation for early writing. For example, they manipulate play dough with their hands and sprinkle sand and glitter with their fingertips.
- Staff support children to develop an understanding of the early concepts of mathematics, including number and shape. For example, staff count as children put balls into the ball pit and encourage children to do this themselves. Children learn the basic building blocks they need to help them to succeed in mathematics at school.
- Older children learn to be independent. They serve their own food and attend to their own toileting. Children show pride in their achievements. For example, they are eager to show staff what they have built using building blocks. This helps to build children's self-esteem and prepare them for the next steps in their education.

Safeguarding

The arrangements for safeguarding are effective.

Most staff have a good understanding of the signs and symptoms that might indicate that a child is at risk of abuse. All staff know the processes to follow to report concerns about children's welfare or potential allegations made against a member of staff. The designated safeguarding lead makes appropriate referrals to external safeguarding agencies to help ensure that children are kept safe. Risk assessment processes are strong and staff ensure that all areas used by children are safe and secure. Staff manage accidents well and inform parents swiftly.

What does the setting need to do to improve?

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

	Due date
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ensure that staff always follow appropriate hygiene procedures to help prevent the spread of infection	22/05/2023
strengthen the key-person system to help ensure that all children's individual needs are met	16/06/2023
improve the induction process to ensure that all staff fully understand their roles and responsibilities	16/06/2023
improve the quality of staff interactions with children to help develop children's communication and language skills	16/06/2023
ensure that staff assess children's levels of achievement effectively so that they can organise learning to build on what children already know and can do.	16/06/2023

Setting details

Unique reference number	EY444777
Local authority	Dorset
Inspection number	10290781
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 at time of inspection	0 to 10
Total number of places	40
Number of children on roll	34
Name of registered person	The Cubbyhouse Ltd
Registered person unique reference number	RP531504
Telephone number	01305 823111
Date of previous inspection	9 July 2019

Information about this early years setting

Sunbeams Day Nursery registered in 2017. It is located on the Isle of Portland, Dorset. The nursery is open from 7am to 5pm, all year round. It is in receipt of funding for free nursery education for children aged three and four years old. The nursery employs six members of staff, including the owner. Of these, one has an early years qualification at level 5, four have level 3 qualifications and one has a level 2 qualification.

Information about this inspection

Inspector

Lisa Large

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

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