

Inspection of Kids Planet Harrogate

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

Inspection date:

21 July 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

Teaching is variable and inconsistent for children who attend. For example, staff who work with babies understand how to meet their needs and provide them with secure foundations for future learning. Babies show confidence as they explore their surroundings and have close bonds with their key person. However, some children with emerging special educational needs and/or disabilities (SEND) are not supported effectively. For example, key staff do not have clear strategies or targets to help them make good progress. Despite this, children show that they feel happy in the nursery and are keen to join in with activities. For example, staff encourage children to build wooden ramps for their cars to go down. Others enjoy making 'pizza' outdoors, and staff encourage them to develop their language skills and share their ideas.

Staff consistently promote children's good behaviour and help them to develop their social skills. Older children begin to develop concentration, and staff help them to develop their mathematical skills through fun games. Children laugh and show excitement as they count out steps to get closer to the 'wolf'. Although children benefit from free-flow access to the outdoor area, staff do not supervise this effectively when they join with other groups of children in the nursery. On occasion, this has an impact on children's level of engagement in activities. The manager and staff team have considered the impact of the pandemic on children and families. They offer flexible settling-in sessions, and parents are welcomed back into the nursery. This helps to establish good parent partnerships.

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

- Staff's teaching is variable. For instance, some staff are unable to provide purposeful learning experiences for their key children. Many staff are new to the nursery or have moved rooms, and some have limited knowledge of children. For example, during a baking activity, staff overly direct children, and they do not have opportunities to explore the sensory aspect of this activity.
- Children enjoy plenty of fresh air and develop good physical skills. Babies explore sensory activities in the garden. Older children use the wooden trail to practise balancing and jumping. However, during times when toddlers and pre-school children share the garden, some staff do not supervise them effectively or engage them in learning.
- Support for children with emerging SEND is inconsistent. For example, staff who work with toddlers have identified areas of potential delay in some children's learning. However, they have not completed any assessments or created targeted plans to help them make good progress.
- In contrast, staff who work with older children with SEND understand how to meet their individual learning needs. They work closely with other professionals

and provide one-to-one support to help children during emotional challenges. This has a positive impact on their emotional well-being. The nursery has a new special educational needs coordinator, who is attending training to help develop her skills.

- Children develop good levels of independence, and their behaviour is positive. Staff consistently praise children and provide firm, clear boundaries for behaviour. They provide explanations to help children learn about their own safety. Children are well mannered and kind to each other. Staff model how to share and take turns, and they are good role models.
- Staff who work with babies have an excellent understanding of how to meet their care and learning needs. Babies show that they feel safe and secure, seeking reassurance as they practise climbing. Staff respond to babies' cues and use puppets to sing favourite rhymes. Babies show delight as they copy the words of the songs and receive praise from staff.
- The new manager clearly and accurately identifies areas to improve in the nursery. For example, the early years teacher has developed new ways to ensure that older children are prepared for school. Parents are impressed with the differences in their children's behaviour and concentration. However, the manager has not had time to implement methods to focus on evaluations of staff's teaching.
- The provider has extensive packages for staff to support their health and well-being. Staff benefit from regular meetings, supervisions and opportunities to develop their skills. For example, staff have access to network groups with linked settings to share ideas and good practice. There are opportunities for staff to suggest any improvements to the provider to promote a healthy work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. The manager ensures that they attend regular training to refresh their knowledge of child protection. Staff confidently identify signs of potential abuse and know how to record and report their concerns. There are several staff on site with designated safeguarding lead training to support staff when necessary. Staff are aware of the procedures of the local safeguarding partners, including what to do if they have concerns about the practice of a colleague. The provider has a robust procedure to safely recruit new staff, and the manager completes regular, ongoing suitability checks.

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 every child has a key person who provides tailored and purposeful learning experiences which meet their individual needs	24/08/2023
improve staff deployment outdoors, specifically when children of different age groups share the space, to ensure children are well supervised at all times	24/08/2023
develop staff's understanding of how to use assessments, such as the progress check for two-year olds, to identify emerging needs and potential delay in children's development, and ensure targeted plans are created to support their learning.	24/08/2023

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

- enhance ways to evaluate and reflect on staff's teaching, to sharply focus on areas to improve.

Setting details

Unique reference number	EY361573
Local authority	North Yorkshire
Inspection number	10300894
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 11
Total number of places	81
Number of children on roll	343
Name of registered person	Sunbeams Limited
Registered person unique reference number	RP904304
Telephone number	01423526204
Date of previous inspection	9 November 2018

Information about this early years setting

Sunbeams Ltd (Harrogate) registered in 2007 and is situated in the grounds of St Robert's Catholic Primary School, Harrogate. The nursery employs 17 members of childcare staff. Of these, the majority hold appropriate early years qualifications at level 3 or above, including one member of staff with early years teacher status. The manager has a relevant early years qualification at level 5. 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. Children with SEND attend the setting.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and inspector, indoors and outdoors, during planned activities.
- The inspector held a discussion with the management team in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback during the inspection.

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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