

Inspection of Sunbeams Academy

Somerford Grove Womens and Childrens Centre, Somerford Grove, London N17
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Inspection date: 21 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff know children well and understand their individual needs. This supports children to quickly settle and warmly greet staff and each other on arrival. Parents and staff talk about the nursery feeling like a family. Staff form strong relationships with parents and value parents' knowledge about their children. This enables staff to support children and provide activities that children enjoy and are interested in. Children take part and, as a result, learn the skills needed for their next steps in learning, such as taking turns, sharing, and contributing at circle time.

Staff encourage children to make decisions and choose from activities and play equipment that has been carefully considered. Staff build on what children already know and are interested in. Staff remind children what they must do and acknowledge their achievements with praise and encouragement. Children behave well and understand what good behaviour is. They enjoy completing tasks independently, such as removing their outdoor shoes for soft indoor shoes.

Staff encourage children with their counting skills as they count the leaves and pretend to cook in the mud kitchen. Staff encourage the children to think about shape, size, and colour. Children eagerly consider who has the biggest bowl and what happens when the content is poured into a smaller bowl. Staff spend time with the children comparing and describing the colours of the leaves. Children gain new vocabulary, such as 'speckled', 'swirls' and 'enormous'. They gain confidence in using new words and sounds.

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

- Leaders and managers have a clear understanding of how to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are clear procedures in place to ensure that support is sought for children with emerging needs. The special educational needs coordinator works closely with parents and other professionals to plan meaningful teaching and care, and create individualised plans to help children to succeed.
- Leaders and managers are ambitious for children's learning. The curriculum is effective and supports children to develop the skills they will need for their next stage of learning. However, occasionally, some staff do not allow sufficient time for all children to process questions, clarify their thinking, and be able to contribute with a response, in order to further extend their understanding and speaking skills.
- Leaders and managers have sufficient overview of the nursery. The team has identified strengths and areas for further development, such as evaluating systems for children who speak English as an additional language. For example,

visual markers and cues support children's learning so they understand what is happening next and what they need to do. Staff gather key words in children's home languages and use Makaton signs to support children's understanding.

- Key persons work hard to establish effective and close bonds with their children. Children's activities closely match their interests and what they need to learn next. For example, older children learn to recognise the shape and sound of letters when they begin to write their name. Babies begin to mimic the rhythm of conversation as they gurgle and babble to their key person.
- Staff support the communication and language development of children. Staff involve children effectively in shared stories and use props to introduce new words and language. For example, children enjoy a role-play session where they feed a puppet and enthusiastically shout out the names of healthy foods. This supports children to increase the range of vocabulary they use in their play and learning.
- Parents speak highly of the setting and form good relationships with staff. Parents feel that they are listened to and included in what their child is learning at nursery. Managers and staff keep parents informed through newsletters, phone consultation and daily updates. Regular meetings take place between parents and staff to share children's progress.
- Leaders and managers ensure that staff have the support and training required, and develop and provide opportunities that are relevant to the needs of each staff member.
- Staff are positive role models for children as they communicate with each other with respect and kindness. Children's behaviour mirrors this as they listen to and encourage each other. For example, as one child completes their Christmas painting, the other children clap in appreciation.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers use robust recruitment and induction arrangements to ensure that staff are suitable for their role and remain so. Children's safety is a high priority. The premises are safe and secure. Managers ensure that staff implement policies and procedures effectively, such as following up on children's absences promptly. All staff understand the signs and/or symptoms that a child may be at risk of harm and the relevant reporting procedures. The designated safeguarding lead is equipped to fulfil the role and responsibilities to protect children and work closely with other agencies.

What does the setting need to do to improve?

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

- provide sufficient time for all children to process questions, clarify their thinking,

and be able to contribute with a response, to further extend their understanding and speaking skills.

Setting details

Unique reference number	2662088
Local authority	Haringey
Inspection number	10311678
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	57
Number of children on roll	40
Name of registered person	Sunbeams Academy Ltd
Registered person unique reference number	RP532531
Telephone number	0203-643-8503
Date of previous inspection	Not applicable

Information about this early years setting

Sunbeam Academy registered in 2021. The nursery is open each weekday between 7.30am and 6.15pm for most of the year. The nursery receives funding for the provision of early education for children aged two, three and four years. The nursery employs seven members of staff, including the provider. All staff hold a relevant early years qualification.

Information about this inspection

Inspector

Julia Crowley

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to parents during the inspection and took account of their views.

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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