

Sunbeams Nursery

Parkway House, Bath Road, Bridgwater, TA6 4PT

Inspection date

Previous inspection date

24/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children make good progress in all areas of learning, because staff use their perceptive observations to assess children's current stages of development, and planning focuses well on providing individual challenge for each child.
- The key person system is effective in settling children in and ensuring that they form secure attachments. Support for children with special needs and/or disabilities is good and staff work well with parents and other professionals in meeting children's needs.
- Management have successfully promoted a culture of reflective practice within the setting. Staff evaluate consistently what they do and how they can make ongoing improvements to further support children's learning and development.
- Staff have taken positive steps to develop effective two-way communication with parents, such as involving them in initial and ongoing assessments of their children.
- Children enjoy a well-resourced, stimulating learning environment, indoors and outside.

It is not yet outstanding because

- Occasionally, younger children have less frequent access to outdoor play.
- There are few displays of languages other than English, that are spoken by children who are bilingual, to show that these languages are valued equally.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children at play, indoors and outside, and staff interactions with them.
- The inspector conducted a joint observation with the provider, and they had further discussions throughout the inspection.
- The inspector sampled documentation, including safeguarding information and learning journals.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector had brief discussions with parents.

Inspector

Julie Neal

Full report

Information about the setting

Sunbeams Nursery is privately owned and run. It registered in 2013 and operates from two floors of a converted surgery. Children have access to two secure enclosed outdoor play areas. It is situated in Bridgwater, Somerset. The nursery is open each weekday from 8am to 5.30pm for 50 weeks of the year. The nursery is registered on the Early Years Register. There are currently 20 children on roll. There are eight members of staff, including the owner/manager, two staff hold an early years qualification at level 5 and are working towards a level 6 and five staff hold a qualification at level 3 and one at level 2.

What the setting needs to do to improve further

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

- enhance the learning environment further by including examples of languages, other than English, that are spoken by bilingual children, in order to show these are valued
- consider how opportunities for outdoor play for younger children can be further improved so these are consistent throughout the week.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children of all ages make good progress in their learning and development. This is because staff have a very good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children benefit from a good range of learning experiences across all areas of learning. Information from parents, coupled with initial observations made during children's settling-in visits, enable staff to establish children's starting points. Good use is made of information from parents about their children's interests and what they enjoy doing at home, to plan activities that extend these further. For example, staff are informed a child loves to 'read' their own stories to parents at home. Staff have developed this interest well, encouraging the child to use their imagination in making up new stories at nursery, to share with friends as well as to take home.

Systems to monitor children's progress are robust. Observations of children throughout the nursery are focused and precise, and are used most effectively to identify their current stages of development and when they are ready to move on to the next level. Ongoing assessments of children show the progress they have made in relation to their starting points, and their next steps in learning are clearly identified. Planning is child-centred and

recognises the different learning styles of individual children. Children's ideas for activities are incorporated well into the weekly plans, showing them that their thoughts and ideas are valued. For example, older children have thoroughly enjoyed a story about an elephant. Staff had considered how they could take the story forward through related activities. However, children were keen to make a three-dimensional elephant using recycled materials instead, so this is what they did. They plan what resources they need and how to use these, for example, how to make the ears and the trunk, and work together to build the elephant.

The good key person system, coupled with effective processes of sharing information within the staff team, means that all staff know the key aims and objectives for each child. Additionally, there is an overview sheet in each room, listing the next steps for each child, that staff can use for quick reference. As a result, staff ensure that children are consistently engaged and challenged at an appropriate level. Children with special educational needs and/or disabilities receive suitably tailored support. Where appropriate, staff work closely with other professionals, as well as parents, to develop individual learning plans to identify specific targets for development. Staff complete the progress check for two year olds, which provides a clear summary of children's progress in each of the prime areas of learning. Parents are fully involved, reviewing observations about their children's progress to plan for future development together with staff. Where it has been appropriate to include feedback from other professionals, this has been done.

Babies and young children make good progress. The good interactions between staff and children are very effective in developing children's confidence and promoting their communication skills. For example, young children enjoy a game matching different colours on cards to objects and naming these with a member of staff. Simple, open-ended questions are used well to encourage children to think and extend their knowledge. For instance, when a child matches a pink card and object, staff ask what else they can see that is pink. The child looks around and names different pink objects. Staff are very aware that young children can become frustrated with things they do not understand, and are quick to respond where they see this is the case. For example, staff observe a child attempting, unsuccessfully, to blow a whistle. Before the child becomes frustrated, staff show the child how to take a deep breath and purse her lips to blow the whistle, the child tries again and is delighted to make a sound.

Children of all ages thoroughly enjoy the good range of activities, indoors and outside, that promote learning. Staff use their skills extremely well in supporting child-initiated activities. For example, children are keen to explore the garden for 'bugs', and staff make sure they are well equipped with magnifying glasses, trowels, and tubs to collect things of interest. Staff observe well, making suggestions where they see children struggling, such as suggesting parts of the garden where they might find it easier. Children are quickly rewarded when they find some worms and snails. Staff bring the group together so they can all look at what they have found and successfully encourage children to explore their knowledge in different areas. For example, children look at the size of the worms, snails and ladybirds they have collected. They count the spots on the ladybirds and discuss the colours and patterns on the snail's shells. When a child brings over a spider, staff use this opportunity to encourage children to recall a recent visit from a zoo, and they eagerly talk about the 'big hairy spider' that came to visit. Some children remember that this is a

tarantula.

Adult-led activities are well planned for children's interests and learning styles. For example, an activity for some more active children, focusing on counting of claps and numbers of jumps to move around the room. Children are very enthusiastic and use a range of mathematical skills, such as calculating how many more jumps to get from here to there. Children are content to progress to a quieter activity, taking it in turns to count until they reach 20, holding up fingers to illustrate numbers called out and on cards. They remain well focused and listen attentively to the member of staff and each other.

Children's good progress in all areas means they are being well prepared for school. Key persons plan ahead to make links with local schools so they can plan activities such as visits by children, in order to familiarise them.

The contribution of the early years provision to the well-being of children

Children enjoy affectionate relationships with staff, who demonstrate a good understanding of the importance of their role in helping babies and children form secure attachments. Through the effective key-person system, consistent and familiar adults form strong bonds with children when settling in, and as they move through the nursery. If the child's primary key person is unavailable, children are cared for by another member of staff who is equally well known to the child and understands their needs. Staff develop strong relationships with parents and they make sure they are well informed about each child's needs. They are particularly thorough in establishing information to support the well-being and emotional needs of babies and very young children so that their routines are maintained as closely as possible to those at home, in order that they feel secure. Key persons make good use of care routines for one-to-one interactions with children. For example, talking to children when they have their nappies changed, and cuddling them before they settle down for a nap. Children's moves in the nursery are very well managed, according to the individual child and their readiness, and involve parents fully. This helps to ensure that children continue to feel happy and secure.

Children are happy and well behaved. Staff are good role models, who make calm and clear explanations to children about what is expected of them. For example, reminding older children to put up their hands when they are eager to contribute their ideas following a story. Staff use their skills well to ensure that children remain engaged and do not get bored while waiting their turn, asking what other children think and giving them time to respond. Staff encourage sharing and taking turns with younger children. For example, when two children take turns and laugh as they operate a toy. Staff use their knowledge of individual children well to help them manage their feelings, such as giving them time to awaken and to have a cuddle so they are ready and happy to join their friends.

Children of all ages enjoy a well organised environment that supports their developing confidence and independence. The babies' and toddlers' rooms are arranged to actively encourage children to explore and investigate space and resources. For example, a very

good variety of toys and equipment are arranged invitingly at ground level so young children can easily see what is available and they confidently help themselves. Children are encouraged to investigate further through the effective use of mirrors, textures and pictures all displayed at their height. The space and resources for older children is equally well organised. Resources are easily accessible to children who may be less able because they have special educational needs and/or disabilities. Children have quiet and comfortable space to rest during the day. Babies and very young children have an inviting and cosy sleep room with mobiles and favourite storybook characters on murals. Downstairs, staff have converted an indoor playhouse into a quiet and comfortable space. Children make good use of this to rest and to play quietly, such as looking at a book with a friend. The range of resources reflects difference and diversity. Children learn about disability and why some people have difficulty walking. They enjoy stories that encourage them to discuss and explore different ways of life in the UK and other places. Children are becoming confident users of simple sign language, particularly when singing. Staff are developing this by beginning to include sign language symbols alongside written labels in the nursery. Although no children attend who speak English as an additional language, there are bilingual children who speak English as the primary language. However, there is little to show that children's second languages are valued equally with English.

Older children manage their personal care well. They take themselves to the toilet independently, with staff offering help if needed. Children know they wash their hands before meals and snacks. Staff provide general reminders as older children come to the snack cafe from outside. The organisation of the snack cafe for older children is effective in promoting their confidence and independence as they come when they are ready and completed what they have been doing to their own satisfaction. They select from a choice of fruit, and more substantial snacks such as different breads. Children pour their own drinks clear their plates and cups away. Younger children enthusiastically help to wash and dry their hands and staff talk to them about making sure they use soap and encourage them to put paper towels in the bin. Staff support young children well as they move from wearing nappies to using the potty or the toilet, working closely with parents to begin this when they feel their child is ready.

The nursery promotes a healthy lifestyle for children. Meals are well-balanced and nutritious, with different dietary requirements catered for. Parents who choose to provide packed lunches support the healthy eating policy. Water is available throughout the day, indoors and outside, and children help themselves to drinks when they are thirsty. Children are developing awareness of how their bodies work. For example, having enjoyed digging energetically in the garden, a child says to another 'I am hot and thirsty', their friend responds 'me too' and they get themselves some water. Children overall have very good opportunities for exercise and access to fresh air. The good organisation of space indoors allows children to be active and enjoy energetic dance and music and movement activities. Very young children have space to develop confidence as they learn to balance, walk and jump. The large outdoor area is very well resourced to support learning in all areas, and there is a good variety of equipment that children use to develop their physical confidence and co-ordination. For example, they climb and balance, kick and throw balls with confidence and developing accuracy, and use a selection of tools safely when digging in the garden. Children based downstairs have free-flow access to the garden, and spend a lot of time outside throughout the day. Staff compensate well for the younger children

based upstairs who do not have the same access. On most days, children are brought out to the garden several times, and spend as long as they wish outside. However, a recent staff analysis of how different groups of children access aspects of the learning environment has identified that there is one morning a week where younger children have fewer opportunities for outside play than at other times.

Thorough risk assessments cover all areas of the premises, activities, resources and outings. Good daily health and safety routines are carried out by staff before children arrive, and there are ongoing systems of checks throughout the day. There is a good emphasis on making sure children understand about how to keep themselves and each other safe. For example, a child is observed to remind a friend not to run with a gardening tool 'in case you fall on it'. Good use is made of opportunities to enhance children's safety knowledge. For example, when staff decided to improve children's knowledge of their local community, before any outing took place children learned about how to conduct themselves safely when off the premises. Three and four year old children confidently explain how they stay in line and use a safety rope, that they look and listen, and that they wear high visibility vests to be seen. Safety procedures in respect of administering any medications needed by children are rigorous.

The effectiveness of the leadership and management of the early years provision

The provider and the staff team demonstrate good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed safeguarding training and, as a result, they are confident in their knowledge of child protection issues, and what action they should take. Staff clearly understand the setting's safeguarding procedures and implement these promptly. For example, visitors are reminded they must not take mobile phones into the setting. Staff know what to do if there are any allegations made about themselves, a colleague, or a senior manager. The provider, who is the designated safeguarding lead, has completed suitable training for the role. He is able to demonstrate that he, and his staff team, have acted according to the advice and guidance of the appropriate authorities, where there have been concerns about children.

Procedures to ensure the suitability of staff are robust, all are fully vetted, and references and qualifications checked. Staff clearly understand they have a duty to inform the provider of anything that might affect their suitability to work with children, and this is reflected in written policies and procedures. Induction processes for new staff are very thorough and include good levels of support and mentoring from a senior member of the team. As a result, new staff quickly develop confidence in their role and have a good understanding of their responsibilities.

The provider has prioritised the implementation of effective systems of staff supervision. Existing staff report this was welcomed, and these processes have been enthusiastically embraced and quickly established. Staff now have regular one-to-one supervisions with room supervisors, focusing mainly on practice issues, such as evaluating activities and

considering individual children's learning plans. Staff also have regular supervisions with the provider which focus on individual professional development and training. The introduction of peer-on-peer observations and evaluations has been well received. Staff confidently discuss their own, and each other's practice, and consistently evaluate what they can improve upon. All of these processes feed into the staff appraisal and performance management systems, which the provider uses to target individual training plans that further support children's learning opportunities. For example, staff have attended Forest School training in order to extend and maximise outdoor learning for children.

The provider and the staff team demonstrate a good understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. They monitor the planning and delivery of the educational programme well. For example, regular cohort tracking has enabled staff to identify any gaps in the educational programme and to address these through planning for both groups and individual children. For instance, staff quickly saw that some groups of children rarely had opportunities to go out into the community. Children now enjoy regular walks and outings to learn about their neighbourhood and the wider community. Monitoring of individual children's progress is good. Staff show consistency in the quality of assessment, and children's learning plans are well focused and supported by good observational evidence of their achievements. Where children need additional support, such as those with specific learning needs or with disabilities, staff work closely with relevant professionals and parents in planning to promote their progress. The provider demonstrates that he values the importance of working in close partnership with parents in order to meet children's needs. He, and the staff team, have made good progress in encouraging parents to become more actively involved in their children's learning. For example, completely reviewing and improving systems for establishing children's starting points to actively include parents' contributions from the outset. Parents are encouraged to share their views about any aspect of the setting through questionnaires. They are offered regular meetings with key persons to discuss their children's progress and to contribute their views to children's learning plans. Parents spoken to state they feel informed and involved, and that staff are available to them at any time.

Overall, self-evaluation is good. The provider has promoted a culture of reflective practice at all levels and, as a result, staff feel confident in contributing to the wider evaluation of the effectiveness of the setting, and where improvements can be made to benefit children. For example, there has been a complete review of the learning environment which has been significantly re-organised to provide children of all ages with exciting activities and resources that support learning in all areas both indoors and outside. There have been major changes to systems of planning and assessment which have been consistently reviewed and evaluated in order to develop processes that staff feel are effective yet simple to use on a day-to-day basis. Parents' views about the setting are valued and taken into account. Staff use their observations of children well when considering where improvements can be made. For example, having watched children very confidently exploring and investigating the natural world, a 'wilderness' is being created in the garden to extend this interest further.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY472845
Local authority	Somerset
Inspection number	946354
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	20
Name of provider	Sunbeams Nursery Limited
Date of previous inspection	not applicable
Telephone number	01278446919

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

