

Sunbeams Day Nursery

10 Bushwood, LONDON, E11 3AY

Inspection date

Previous inspection date

30/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff use their first class knowledge of the Early Years Foundation Stage to plan rich, varied and imaginative experiences, which helps all children to make excellent progress in relation to their starting points.
- The staff give high priority to children's communication and language development. They extend children's vocabulary through animated conversations and effective questioning techniques.
- Children develop a robust understanding of the importance of leading healthy lifestyles. They grow their own vegetables, which supports a healthy, balanced diet.
- The children are very happy, settled and have excellent relationships with each other and their special person.
- Key person's work exceptionally well with parents, which ensures continuity of care for all children.
- The quality of teaching is exceptionally high, which means that children enjoy learning through purposeful play. This ensures that children make excellent progress towards the next stage in their learning.

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 activities in the indoor plays rooms and toured the garden.
- The inspector held discussions with children, parents, staff and the management.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of policies, procedures and risk assessment documentation.
- The inspector reviewed children's records, learning journals and planning.

Inspector

Sue Mann

Full Report

Information about the setting

Sunbeams Day Nursery originally registered in 2001. It was re-registered in 2013 due to a change of status to a limited company. The nursery is registered on the Early Years Register. It is one of three privately owned nurseries. It operates from a converted house in Leytonstone, which is in the London Borough of Waltham Forest. Children access a secure outdoor play area with separate areas for younger and older children. The nursery receives funding for free early education for children aged three and four.

The nursery is open from 7.30am until 6pm every weekday for 51 weeks of the year. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 22 staff, of which 19 hold relevant early year's qualifications to at least Level 3. Bank staff are also available to cover any absences.

What the setting needs to do to improve further

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

- consider encouraging children to make visual resources to help them and other children prepare for moves between age groups or on to school.

Inspection judgements

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

Children of all ages are offered an excellent range of exciting and stimulating activities and experiences. This ensures that children enjoy learning through high quality play experiences. All staff demonstrate a meticulous knowledge of the learning and development requirements for the Statutory Framework for the Early Years Foundation Stage, which enables children to enjoy rich varied and imaginative activities and experiences. Regular observations on the children playing, enables the staff to find out what individual children can do, and any emerging interests. This enables staff to plan activities very effectively, which respond to children's interests. For example, staff freeze water in plastic gloves, which they mix with glitter and a range of plastic animals. This supports children's interests in messy play and an interest in gloves. Comprehensive welcome packs contain detailed child records forms, which ensures that key persons are able to plan relevant activities for when new children start. This means that children's progress in relation to their starting points is consistently high. Therefore, all children make rapid progress towards the next stage of their learning. Consequently, teaching, is highly effective and enhances all aspects of children's learning and development.

An abundant and exciting range of resources entices children to explore and use their imaginative skills. For example, a recent nursery outing to a local wildlife park has captured the interest of the children. They have created their own jungle themed wall displays, made binoculars to go exploring with and have had messy play with animals in. Staff support all children's communication and language development extremely well. Staff take every opportunity to extend children's learning, they use excellent questioning techniques to enable children to explore their ideas and make connections between different parts of their life experiences. Children are well supported as they move between age groups, as they enjoy visits to new rooms with their special person. This helps to children to become familiar with their new surroundings, as they explore from the safety of their familiar adult. Key persons fill out details about children's likes and dislikes, which means that they are able to settle easily into their new room, playing with resources that interest and engage them.

Children enjoy listening to stories both from books and narrations performed by staff. Staff expertly weave morals into the stories through the use of imaginary characters, such 'Sandy Lou' who pretends that she does not know how to share her toys. The children are keen to take part and tell 'Sandy Lou' that she must share. The children sit watching captivated by the enthusiastic member of staff and her 'friends', waiting for the fairy godmother to arrive with her three chances. The children count down the number of chances left, and by the end of the story, they all repeat that they should share their toys and take turns. This imaginative approach to teaching helps children to develop a love of stories and learn about turn taking and sharing.

Effective systems are in place to ensure that parents are fully informed about their children's day at nursery. Daily verbal feedback means that parents gain an understanding of how their children have been during the day and any achievements observed during the day. Informative newsletters and a notice board, which is packed with photograph of trips that children have enjoyed, which also keep parents up-to-date.

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

The highly supportive key person system works exceptionally well to ensure that all children form extremely secure bonds with their special person. This outstanding relationship supports children's personal, social and emotional development and enables children to separate easily from their parents. The babies thrive as they enjoy warm, loving and consistent care from their special adults. Staff join in with baby's explorations of their surroundings, which helps them to make sense of the world around them. They smile as they examine their faces in the mirrors, pulling faces and babbling at their reflections, which staff mirror. Therefore, babies learn that their own actions have an effect and continue to engage staff in non-verbal communication.

All children behave exceedingly well in the nursery, as staff use consistent rules and gentle reminders to help children manage their own behaviour. Staff use praise very effectively to reinforce children's good behaviour, which encourages them further. Staff model

politeness when talking to each other and the children, which means that children reply with 'thank you' or 'please' as appropriate.

The nursery has found innovative and engaging ways to promote children's understanding of leading healthy lifestyles. Children have access to an allotment, which they share with the other two nurseries. This provides opportunities for children to learn how to grow their own food. When the various crops, such as courgettes and tomatoes are ready, the children go and harvest the food, which is then cooked for them to enjoy at mealtimes. In addition, the nursery has links with a local horticultural centre, which means that children have further opportunities to experience the environment and learn about living plants. The nursery cook is passionate about helping children to learn about and enjoy a wide variety of foods. She takes groups of children to the bottom of the nursery garden to harvest herbs, which she adds to the meals. For example, children learn what a bay leaf looks like and smells like before it is added to their meals. This enables children to actively contribute to their learning and supports children to show an early interest in a wide variety of tastes. Consequently, children learn to enjoy their food and appreciate where their food comes from. Children enjoy serving themselves a selection of fresh vegetables, including broad beans and broccoli to go alongside their bean cassoulet. Staff talk to the children about what is in their food, which helps them to recognise different ingredients. As a result, children enjoy eating their healthy, balanced and nutritious meals in an environment, which supports the social side of mealtimes.

Lunchtimes are well organised and provide children with a chance to sit and talk to their friends, while sharing the delicious home grown and cooked food. This supports children's social development and communication and language skills as they ask their friends which of the beans they like the most. Thorough hygiene routines ensures that older children understand why they need to wash their hands. Daily access to the covered outdoor area means that children are able to play outside all year round. Separate areas have been made to ensure that the babies are able to enjoy the fresh air, safe from the more exuberant older children. In addition, there is a larger garden area, which children access via a gate. They find shade under a large tree, affectionately called 'Eric' and enjoy tending their herbs in the garden area at the rear of the outdoor space.

Staff implement some very effective ways to prepare children for future changes to make children's move to the next stage in their learning go smoothly, such as moving rooms and leaving to start school. Children who are due to go to school, are well supported in their move as the nursery has formed close links with the local schools. This enables teachers to visit the children in their familiar surroundings, which enables the teachers to see what children are capable of and their individual characters. Reports are sent to the school, which ensures continuity of children's learning and development when they go to school. Currently, children are not always fully involved in making resources to help them and others to develop further understanding of future changes. For example, staff have not fully considered enabling children to use technology to produce photographs that show children moving between age groups or on to school.

The effectiveness of the leadership and management of the early years

provision

The nursery has recently changed its status to a limited company, while the management and staff remain the same. The management places the utmost priority on ensuring that they are meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, which they do to an exceptional level. This means that children are superbly protected through staff having a robust knowledge of what to do if they have any concerns about a child in their care. Effective risk assessment and visual checks ensure that the nursery is totally safe for the children who attend. Staff ensure that all visitors' identity is checked and that they sign in, which ensures that only known adults are able to collect children. Passwords are used if anyone else collects children, therefore, staff are secure in releasing children to only authorised people.

All staff show a robust and thorough knowledge of the learning and development requirements, which means that teaching highly motivates children to enjoy their learning through rich, varied and imaginative experiences. Regular checks on children's learning journals and planning ensures that staff are correctly identifying and supporting children's learning. As a result, children of all ages make consistently high progress in relation to their starting points, as staff provide children with exciting and inspiring activities and experiences. Children of all ages show many of the characteristics of effective learning, as they play, explore and make sense of their experiences.

Clear systems are in place to evaluate the nursery's strengths and weaknesses. The management constantly seek the views of the staff, parents and children to maintain continuous improvement to their already exceptional practice. Parents are able to put forward their views through a suggestion box in the hallway, or verbally to staff or the management. Staff take into account children's views as they observe children playing, which helps them to see what areas in each room could be enhanced. Staff have regular staff meetings, which enables them to discuss any concerns they may have about individual children or develop educational plans for the next week's activities. Recruitment procedures are robust and rigorous, which means that new staff are thoroughly checked out prior to working with the children. All new staff must complete full identity checks before they are cleared as suitable. This ensures that all staff are highly skilled, which enhances all aspects of children's care, learning and development. Consequently, children are well-prepared for the next stages in their learning or their move to school as staff have in-depth knowledge to provide a supportive and stimulating environment.

Partnerships with parents work exceedingly well to support children's learning and development at home and in the nursery. Parents' comment that they are very happy with the care their children receive and the wide range of experiences children take part in offsite. Parents receive comprehensive information about their children's learning and development. Therefore, parents have an excellent understanding of the progress their children are making and what they can do at home to support and consolidate their learning and development. Consequently, this helps continuity of care and learning between nursery and home. The nursery has in place effective partnerships with a range of professionals, such as speech therapists, which means that staff can gain expert advice and guidance should they have any concerns about children in their care. Therefore,

children are very effectively supported in their learning and development.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY453185
Local authority	Waltham Forest
Inspection number	901747
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	84
Name of provider	Sunshine and Sunbeams Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	02085302784

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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.

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