

Inspection of Sunbeams Nursery

Kirkgate, 39 Kirkgate, Shipley, Yorkshire BD18 3EH

Inspection date: 31 May 2022

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| 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

Children's knowledge and understanding about the world around them is developed to a high level. They have frequent opportunities to visit the local area and experience multicultural activities. For example, they attend Eid parties, visit the local swimming pool and support the nearby community centre. Staff have high expectations, which help children to behave very well. Young children thrive on the caring interactions that take place and feel safe in the environment. Babies squeal with delight as they explore bubbles in a water tray. They giggle gleefully when they pull their socks off and play chasing games. Children build their language skills through back-and-forth conversations with staff. They frequently talk to the children about past events and experiences, which develops their communication skills.

Children that are new to the nursery are warmly welcomed in. They are sensitively supported to manage their emotions and settle in quickly. Staff ensure children have the skills they need to be ready for school. Children follow instructions and listen carefully. They spend extended periods of time concentrating on activities and their independence skills are progressively developed to a high level. The environment is vibrant and supports a curriculum that is, generally, well thought out and ambitious.

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

- Children across all ages develop a keen love of books. They recite lines and words from familiar stories. Children choose to look at books on their own, with their friends and with adults. Children borrow books from the local library and cheer with joy, as staff bring out their favourite book at group time. Staff read with intonation and expression, developing children's listening skills.
- Staff ensure that children with special educational needs and/or disabilities experience activities that match their developmental and sensory needs. All children make good progress and are treated equally. They show curiosity in all activities on offer and join in enthusiastically.
- Parents talk about the nursery with delight. They are pleased with the progress their children make. Relationships between staff and parents are very strong. Leaders and managers listen to the views of parents when developing the provision on offer. The nursery has pet guinea pigs following on from feedback and requests from parents' evening.
- Staff encourage children to practise counting by reciting numbers. Children attempt to count their fingers, the number of children and objects around the nursery. However, misconceptions in children's understanding are not consistently addressed. For example, staff do not fully support children when they confuse numerals and shapes. Staff ask children to identify concepts, such

as 'big' or 'small', but do not provide children with help when they get the answer incorrect.

- Staff promote children's physical development very well. Babies begin to stand and balance, crawling over low-level climbing equipment. Two-year-old children practise filling containers and carrying buckets of water. They play on rocking equipment and roll up their own wraps at lunchtime. Older children effectively manoeuvre bikes. They draw and paint recognisable images of cats and the Queen. They write their name and show dexterity and control in the use of mark-making equipment.
- Children engage in meaningful conversations and talk about many topics. They discuss pets in their home, visits to a café and 'erupting volcanoes'. At times, however, staff ask too many 'what' questions in quick succession. This causes children to lose interest. They stop their role play in the mud kitchen and find it difficult to answer questions about feelings during group time.
- Staff collect information about children's progress and communicate this to parents through a digital system. This has reduced staff workload and had a positive impact on staff well-being. Assessment information is used effectively to plan next steps for children's progress.
- Children show familiarity with daily routines. They self-register, put on their own dressing-up outfits, help themselves to drinks, wash their hands and manage their own hygiene. Staff place a strong focus on ensuring children have the skills they need to be independent as they reach school age.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers give high priority to children's safety and welfare. They remove and repair broken equipment immediately. A comprehensive safeguarding policy is in place and staff sign policies to confirm they understand expectations and procedures. Staff members confidently talk about the signs and symptoms of abuse. They know what to do if they are worried about a child. Parents feel well supported by staff. Leaders ensure information is available to parents about local early help services. They deliver safeguarding training updates to all staff throughout the year.

What does the setting need to do to improve?

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

- refine questioning techniques when interacting with older children in order to extend their interests and thinking further
- clarify the curriculum intentions for mathematics and monitor the implementation of this throughout the nursery to maximise learning in this area.

Setting details

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| Unique reference number | 2552803 |
| Local authority | Bradford |
| Inspection number | 10215774 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 63 |
| Number of children on roll | 63 |
| Name of registered person | Sunbeams Early Years Limited |
| Registered person unique reference number | RP535154 |
| Telephone number | 01274 710779 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Sunbeams Nursery registered in 2019 and is situated in the Shipley area of Bradford. The nursery employs 13 members of childcare staff. Of these, 11 members of staff hold appropriate qualifications at level 3 and above. The manager holds a level 6 qualification. The nursery is open Monday to Friday, 7.30am to 6pm all year round, except for bank holidays and for one week at Christmas. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ginny Robinson

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 this into account in their evaluation of the provider.
- The inspector spoke to children and parents during the inspection, taking into account their views.
- The inspector had a tour of the premises and observed the physical measures in place to keep children safe.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the leaders and managers of the nursery to understand how the curriculum is organised.
- The manager and inspector jointly evaluated an activity that children completed and discussed how children's learning during the activity could be developed further.

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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