

Sunbeams Atherton

Manor House, 23 Bolton Old Road, Atherton, MANCHESTER M46 9DF



Inspection date	2 July 2019
Previous inspection date	17 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her dedicated staff team have worked closely with the local authority to improve the provision. As a result, standards have significantly improved.
- The manager monitors children's progress closely. This helps her to swiftly identify those children who are at risk of falling behind. She identifies effective support strategies and makes good use of additional funding to improve the learning outcomes for these children.
- Staff working with older children prioritise school readiness and prepare them well for their move to school. They have transformed the role-play area into a 'classroom', which helps children to explore what it will be like at school.
- Partnerships with parents are strong. Staff provide parents with resources to take home, such as home learning bags, library books and 'Bertie the bear'. These strategies help parents to continue their child's learning at home.
- Staff follow robust policies, procedures and risk assessments to promote children's health and well-being consistently. Meals and snacks are healthy and take into account children's individual dietary requirements.
- Staff are not provided with regular opportunities to share the knowledge they have gained from training, to help to improve the skills of all staff and maximise the impact on all children's learning.
- At times, such as during children's spontaneous play, staff do not consistently support children to complete activities in their own way and in their own time.

What the setting needs to do to improve further

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

- enhance opportunities for staff to share knowledge and skills gained from training, to help to raise all teaching to a higher level and maximise the impact on children's learning, development and outcomes
- increase opportunities for children to explore activities in their own time and in their own way.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a range of documentation, including policies, procedures and assessments of children's learning. She checked evidence of the training and suitability of staff working in the nursery.
- The inspector spoke to parents and children and took account of their views.

Inspector
Helen Gaze

Inspection findings

Effectiveness of leadership and management is good

The manager makes good use of her self-evaluation systems to identify all areas for improvement. She has significantly improved supervision and monitoring procedures since the last inspection. Staff benefit from a variety of targeted training and professional development opportunities. This has helped to boost staff morale, extend their individual knowledge and improve some practice. For example, staff caring for the youngest children have used information from recent training to improve the care and learning experiences for babies. Safeguarding is effective. The manager and staff work well together to promote the welfare of children. They have up-to-date knowledge of safeguarding issues and know what action to take should they have concerns about a child.

Quality of teaching, learning and assessment is good

Improvements in staff teaching practice contribute to ensuring children benefit from meaningful, focused interactions and interesting learning experiences. Staff accurately assess children's progress and identify clear next steps, which they use to guide their learning. Staff working with toddlers engage them in interactive story sessions using props and rhymes to bring the story to life. The use of these good teaching strategies helps to increase children's good speaking, listening and attention skills. Babies benefit hugely from a calm, carefully planned and sensory-rich environment. They are inquisitive, curious and have a secure sense of adventure. Staff are successful in challenging older children's learning. For example, they help children to work out how much water and how many scoops of sand they will need to successfully make a sandcastle.

Personal development, behaviour and welfare are good

The manager has successfully reorganised staff roles and responsibilities to help to better meet the needs of babies. This has led to improvements in staff relationships with children, particularly in the baby room. Staff encourage children to become aware of their own personal safety and learn to take safe risks. Older children use tools during construction activities and complete assault courses, while babies crawl and balance as they pick up balls. The outdoor area is very popular with children. Staff have organised the space well to ensure that children benefit from a wide range of learning opportunities. Children plant seeds and learn about how they grow. Toddlers experiment with rolling cars down wooden planks and chase them excitedly. Babies are filled with excitement as they explore the natural world.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress. They learn the essential skills that prepare them well for their future learning, including school. Babies develop secure communication and physical skills through, for example, well-planned music and movement sessions. Children of all ages have access to an array of mark-making resources and materials, which they use for different purposes. They learn to write words, paint on walls and at easels and babies explore messy shaving foam.

Setting details

Unique reference number	EY456178
Local authority	Wigan
Inspection number	10093671
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	0 - 4
Total number of places	56
Number of children on roll	85
Name of registered person	Sunbeams Atherton Ltd
Registered person unique reference number	RP532159
Date of previous inspection	17 January 2019
Telephone number	01942 875 191

Sunbeams Atherton registered in 2013. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above. It opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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