



Sunbeams Pre-School

Inspection report for early years provision

Unique Reference Number	303226
Inspection date	12 October 2006
Inspector	Angela Howard
Setting Address	Full Life Church, Rolleston House, High Street, Rotherham, South Yorkshire, S66 8LF
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Registered person	Sunbeams Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Sunbeams Pre-School opened in 1996. It operates from six rooms within the Full Life Christian Church building. The building is located on the main road, in Maltby, in the borough of Rotherham. The group serves the local community.

They are currently registered to care for 26 children, of which one three-year-old is in receipt of nursery education funding. There are currently 28 children on roll. The group offers sessional day care. Children attend for a variety of sessions. The group opens five days a week during school term time. Sessions are from 09.00 to 11.30 Monday to Friday and 12.15 to 14.45 Tuesday to Thursday.

Rooms used are individual play areas, kitchen facilities and an office. Five regular members of staff and three supply staff work directly with the children. All have early years experience and relevant childcare qualifications. The setting is supported by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in an environment that is clean and well maintained. Staff implement appropriate hygiene practices, such as wiping up spills and wiping tables before serving snacks. Children are aware of some personal hygiene rules. For example, they wash their hands after using the toilet but do not routinely wash hands before eating snacks. This does not effectively minimise the risk of cross infection. Staff implement appropriate procedures for dealing with children's health requirements. Appropriate systems are in place to record accidents and for staff to administer medication. This ensures children's health and well-being is promoted.

Healthy and nourishing snacks are provided for the children, such as toast, cheese and crackers and fresh fruit and vegetables. However, not all children have access to fresh drinking water as this is left to parents to provide in named water bottles. Staff work in partnership with parents and carers to meet children's individual dietary requirements. This results in children being well nourished as they develop an understanding about healthy eating.

Children participate in an acceptable range of physical activities. For example, they jump in the ball pool, crawl through the tunnel and push the pretend lawn mower. However, there are limited activities to develop older children's gross motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is given a high priority in the welcoming environment. Positive steps have been taken to ensure children access safe and secure areas of the building. The staff are extremely vigilant and key pads on internal doors ensure children remain safe. Risk of accidental injury to children is minimised because staff understand and implement the settings health and safety policy very well. Rigorous assessments minimise risk and safeguard children. This means children can move around freely and safely.

Children self select from a wide range of good quality toys and equipment that meet safety standards. Children are learning good awareness of how to keep themselves safe. They demonstrate an awareness of possible hazards, as a child goes to sit on a chair and another child tries to push them off, other children point out this is dangerous. Staff give clear explanations which results in children being given the opportunity to practise what they can do in safe surroundings.

Children's welfare is effectively safeguarded because staff have a very good knowledge and understanding of child protection issues. For example, staff have a very good understanding

of signs and symptoms of abuse and extensive documentation is in place to record any concerns raised. As a result, staff are able to act in the best interests of the children in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive at the setting happy and relaxed. They receive a very warm welcome from staff and are happy to play and explore with the activities provided. The children's enjoyment and well-being is a high priority for staff. They work hard to promote an environment which is kind and caring. The close and caring relationships increase children's sense of trust and the ability to build meaningful relationships.

Imaginary play is very popular with the children, encouraging the younger and older children to play together cooperatively. For example, the children devise a game 'lets go an a monkey hunt'. They share the net to catch monkeys and help each other by each holding a corner of the net. Children have lots of opportunities to be creative as they make elephants, trees and binoculars. They love stories and enjoy singing animal songs at circle time. However, the range of planned activities is linked to the stepping stones and the majority of children at this time are under three years of age. Therefore, the range of activities and experiences is not always linked to the appropriate stage, development or based on children's individual needs. This results in children losing interest or becoming disruptive, particularly at circle time and story time.

Children enjoy painting with water on black boards, collage and craft activities, making binoculars and have opportunities to explore materials such as play dough, clay, soap flakes and soil. This further develops children's creative capabilities and enjoyment.

Nursery education.

The quality of teaching and children's learning is satisfactory. Children make sound progress towards the early learning goals. They are eager to learn, self assured in their play and are happy to try new experiences. Staff use an appropriate range of teaching methods, including focused activities and free play. For example, children look at the calendar and decide what day of the week it is and what the weather is like outside at circle time. However, some of the focused activities are adult directed and do not always give children the opportunity to develop independent skills or to initiate their own play. The creative activity to make trees was adult led. Children did not freely access their choice of materials or design their own trees. The stepping stones guidance is used effectively to plan an appropriate range of activities and experiences. Staff have a clear understanding of their role and a sound knowledge of the stepping stones. Assessments of children's progress are clearly linked to the stepping stones. This is recorded in photographs, children's work and written observations. Staff keep detailed records of children's achievements which are shared with parents.

Children's personal, social and emotional development is generally good. They are interested, confident and able to work on their own or as part of a small group. For example, children work cooperatively with the nets to 'catch monkeys in the jungle'. Children greet each other on arrival and are happy to participate in the activities on offer. However, children's independence

is not fully extended, as staff are keen to support children with their toileting and the serving of snack. Therefore, children do not always care for themselves or serve their own drinks and snacks.

Children are confident communicators. They enjoy warm interactions and conversations with their peers and staff. They chatter about what they are doing, for example, 'going on a monkey hunt' and when reading books describe in detail pictures of loins, zebras and penguins. Children enjoy an environment which is rich in print. They recognise their name for registration purposes and attempt mark making when making tree trunks and binoculars. However, opportunities to ascribe meanings to marks, such as putting their names on pictures, is not fully exploited. Children are involved in an acceptable range of activities which increase their knowledge and understanding of mathematics and are beginning to understand the use of numbers, shapes, space and measure. For example, children spontaneously count during their play and successfully count the number of children at register time. They use comparative size and positional language independently in their play, such as 'the loin is under the net'. However, staff do not fully explore all opportunities for children to count for real purposes.

Children use their skills imaginatively and participate eagerly in creative activities. They enjoy singing simple action songs about animals, moving their bodies to represent the flapping of bird's wings, use their voices to roar like lions and express themselves through role play situations. For example, 'I am pushing the lawn mower to cut the grass like daddy'. They use a wide range of natural and man made materials to explore and investigate and use technology confidently to develop sound computer skills.

Helping children make a positive contribution

The provision is good.

Children are self-assured and are developing a positive sense of themselves; their individuality is respected and valued. This is due to staff obtaining an abundance of information about children's individual needs prior to them attending the setting. This assists in the smooth transition for children into the provision. Children's special needs are met successfully by staff who know how to access support and guidance for specific needs. Staff work with parents and relevant professionals to ensure all children, including those with learning difficulties or disabilities, participate fully in pre-school life. Appropriate action is taken to provide additional support if necessary. Children feel good about themselves because staff show interest in what they do and say by giving them their full attention and realistic praise. This results in children developing self-confidence, a belief in themselves and healthy self-esteem.

Children are becoming aware of the wider world and the local community through access to a wide range of good quality resources and activities. For example, they regularly visit local places to reinforce their learning, such as the fire station, police station and pet shop. They are beginning to appreciate the customs and cultures from around the world through celebrating festivals and celebrations. Children's spiritual, moral, social and cultural development is fostered.

Children are beginning to understand right from wrong in a very caring and sensitive environment. Staff provide children with clear and consistent boundaries and give appropriate support where necessary. This effectively encourages children to behave well. For example,

behaviour, such as pushing, is swiftly stopped and clear explanations are given as to why this is unacceptable. Children follow the example of staff in showing courtesy and consideration. Staff praise children for their thoughtfulness and consideration for others. As a result, children play together harmoniously.

The partnership with parents and carers is good. Parents value the approachability of the staff and the warm welcome they offer. This means they are confident to find out what their children have been doing and how they are progressing in pre-school. Ongoing verbal communication and written observations ensure that parents are kept well informed and up-to-date about their child's care. Children are clearly benefiting from the positive partnership and are settled in response to this. Parents receive good information in a variety of ways; policies and procedures, children's assessment records and notices around the building. The setting operates an open door policy and parents are welcome at any time. Parents are encouraged to enter the building before sessions start and engage in activities with their children which they can then continue at home. This helps to strengthen the links between the setting and home and involves parent in children's learning.

Organisation

The organisation is satisfactory.

Staff work well together as a cohesive team. Children's feeling of security and well-being are increased by the effective deployment of staff. The premises are sufficiently well organised to meet the needs of all children attending. Space is used appropriately and children are able to relax, play and move around freely.

There are comprehensive policies and procedures in place which are effectively implemented. However, staff do not obtain permission to gain emergency treatment for children and the system for recording complaints lacks sufficient detail. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management of the educational provision is satisfactory. Comprehensive and effective recruitment and induction procedures are in place. The manager of the provision plays an active role in the pre-school. This provides strong support for the staff team. The current staff team has been established for a number of years, are well qualified and committed to continual improvement. Regular staff supervision sessions and annual appraisals promote good practice and identify staff training needs. Clear aims for children's care and learning are shared effectively with staff and parents and are reflected in the staff's work practice.

Improvements since the last inspection

At the last inspection a recommendation was made in relation to reviewing the operational plan. This has been completed and contains sufficient details to ensure children are safe and cared for appropriately.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children have access to fresh drinking water at all times
- improve children's awareness of good hygiene practice
- extend the range of planned physical activities and experiences for children, appropriate for their stages of development and based on their individual needs
- ensure activities for children under three years are stimulating and achievable
- seek permission from parents for emergency medical treatment
- review the details required for recording of complaints.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further support children's developing independent learning, making choices and decision making

- further promote opportunities for children to count for real purposes.

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