



## Sunshine Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	142905
<b>Inspection date</b>	24 January 2007
<b>Inspector</b>	Carol Cox
<b>Setting Address</b>	Village Hall, Puriton, Bridgwater, Somerset, TA7 8BP
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<b>Registered person</b>	Sunshine Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Sunshine Playgroup was established in 1992 and operates from the Village Hall in Puriton, Somerset. It serves the local community. The pre-school is managed by a voluntary parents' committee. A maximum of 20 children may attend at any one time. The pre-school is open from 09:30 to 12:00 from Tuesday to Friday during school term time. Children may also attend a lunch club from 12:00 to 12:45 on Tuesday, Thursday and Friday.

There are currently 27 children aged between two and under five years on roll. Of these 22 children receive funding for early education. The pre-school has experience of supporting children with learning difficulties or disabilities.

The pre-school employs four staff of whom two have appropriate early years qualifications and two staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy a healthy environment where they learn good hygiene routines and self care skills. Older children quickly learn to use the toilets independently and confidently explain why they need to wash their hands. Younger children are appropriately supervised by staff. Children enjoy regular exercise and practise physical skills inside the hall, for example, in circle games such as 'the farmer's in his den'. They also enjoy opportunities to play outside and take walks in the local area. Children use a range of tools and equipment under careful supervision in adult led activities. They become skilful at manipulating small tools and equipment such as scissors, pencils and cutters.

Staff have current paediatric first aid certificates and share records of accidents with parents. There is a clear procedure in place to administer medication to children, however, there is no system in place to gain and record information and guidance about the specific health needs of children.

Children benefit from the opportunity to stay for lunch three times a week when they bring their own lunch boxes and enjoy sharing a sociable occasion. However, arrangements for the storage of lunch boxes are not good, for example, lunch boxes were stored on a trolley against a warm radiator. The pre-school staff provide healthy snacks and drinks and encourage children to help prepare food and pour their own drinks. For example, children made their own sandwiches for snack time choosing their favourite fillings. Each child's particular dietary needs are detailed on registration forms.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Staff follow clear policies and procedures to ensure children's safety, these are currently being reviewed to comply with guidance in the National Standards. For example, the procedure in the event of a child not being collected has been reviewed and is well written and includes all necessary contact details. Children's freedom to move is enhanced by careful risk assessments and daily checks made by staff of the premises and activities. The premises are secure, visitors are recorded and children are never left with people who have not been police checked. Parents sign to confirm the actual hours of children's attendance, however staff do not always remember to sign in and record their own times of attendance.

Staff ensure that toys and resources are regularly checked for safety and cleanliness. The pre-school leader plans for the rotation of toys and resources to make sure that toys are appropriate and accessible to support activities. This means that children can make choices about which toys they play with. Children learn to keep themselves and others safe, for example, staff remind them not to run about in the hall in case they knock younger children over.

Children are protected from abuse because staff have a knowledge of how to recognise signs and symptoms of abuse. However, staff do not yet have a current knowledge of the Local Safeguarding Children Board procedures.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are settled and confident and staff are very caring. There is a sensitive settling-in policy and children quickly learn to choose their own activities. Adults interact well with children, which means they are happy and confident and turn to them for help if they are upset. Older children benefit from well organised activities which help them learn through play. However, at times younger children are not well supported as activities are not always appropriate for their levels of understanding. Staff do not use the Birth to three matters framework to plan for the learning and development of younger children.

#### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making generally good progress. Staff have a sound knowledge of the Foundation Stage curriculum and are able to support children's learning through play. Planning covers all areas of learning and includes a range of interesting activities for children to choose. However, the system to observe and assess children's progress is not yet well developed. Assessment records are not used to inform planning or identify targets for next learning for individual children. Consequently, at times the learning needs of children are not sufficiently addressed.

Children with learning difficulties or disabilities are very well supported. Staff have good knowledge and experience of how to identify and plan to meet the needs of individual children and work in close partnership with parents and other professionals who may be involved.

Children practise name recognition through their routine self-registration and use their maths skills when counting cups at snack time. Some children are able to clearly write their own names and label their pictures, however, some children do not attempt to join in mark making activities preferring to play with other activities such as cars or building sets. Staff do not yet provide opportunities for children to practise mark making or maths skills as part of other activities.

Children build with construction kits and enjoy craft activities but have few opportunities to freely explore or experiment with a wide range of tools, materials and media. They enjoy dressing up and re-enacting familiar scenes or stories but are limited in their opportunities to freely express themselves creatively with a range of resources.

Children learn about their world through visits from people who work in the local community, for example, personnel from the emergency services have visited the pre-school to talk about their roles and demonstrate some of their equipment. Children celebrate local and personal events such as birthdays and Easter and also enjoy learning about the festivals of other cultures. They have opportunities to explore and investigate their environment through local walks and visits to amenities in the village.

## **Helping children make a positive contribution**

The provision is good.

Children are valued as individuals within the setting and learn to respect others. For example, staff reminded children to be careful of younger or less able children and explained how their actions may affect others. They learn that people who are different are equally valued and enjoy celebrating their own and other's festivals. Children with learning difficulties or disabilities are very well supported by caring and knowledgeable staff who work closely with parents and other professionals to identify and plan for their specific needs.

Children generally behave very well and staff work closely with parents to help provide a consistent approach to behaviour management. Children understand the simple rules and routines and show care and consideration for the well being of the setting. For example, children happily helped staff at tidy-up time.

Partnership with parents is good. There are many opportunities for parents to become involved in supporting the group, for example, raising funds through sponsored events such as the pasty run or the parachute jump. Parents are welcomed to help on a rota and are given guidance about their role as a parent helper. Staff give clear verbal feedback to parents. A regular newsletter, notice board and prospectus give information about the pre-school. Parents give evaluations of the group at the end of each year and staff consider their comments carefully. The social, moral, spiritual and cultural development of children is fostered.

## **Organisation**

The organisation is satisfactory.

Children benefit from a warm, well organised environment where they can learn through play. The pre-school has undergone staff changes recently and staff are readjusting to new roles. They are well supported by a strong parents' committee which meets regularly. All policies and procedures are currently being reviewed to ensure they meet current guidance. However, there has been a breach in regulations as the committee failed to inform Ofsted that a member of staff had taken on the temporary role as pre-school leader. Because there are sound policies and procedures in place the risk to children has been minimal. Most staff are qualified and all are encouraged to attend training to meet their development needs and those of the pre-school. There is a clear system in place for the recruitment and checking of new staff. A system has been developed to offer regular appraisals for all staff.

Leadership and management is satisfactory. The committee works closely with staff to offer good support. For example, members of the committee are available to offer cover when needed, and one parent uses her experience as a teacher to support the staff when planning for children's learning. There are sound policies and procedures in place to guide staff and all records are well documented and stored securely. All records about children are shared in confidence with parents. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the following recommendations were raised: develop an induction plan; ensure information is provided to parent helpers and committee members of their roles and responsibilities; ensure policies are relevant to the setting and are regularly updated, especially the complaints procedure to include contact details for Ofsted; ensure suitable arrangements are in place to protect children from staff who have not been vetted.

All the recommendations have been satisfactorily addressed. There is an induction plan in place for new staff, policies are currently under review and meet current guidance. There is a clear complaints procedure complemented by an annual parent's evaluation of the pre-school. Information is clearly made available for helpers and committee members. Children are well protected from people who have not been vetted by clear procedures and supervision.

At the last education inspection the setting was asked to address the following key issues: to improve information sharing with parents; ensure planning covers all areas of learning through a broad range of activities that are linked to the stepping stones and meet individual needs; develop evaluation and assessments, so they identify individual children's next date of learning and progress through the stepping stones.

Parents are now given written information about how their children learn through newsletters and a notice board and they are invited to view their children's assessment records. The planning for learning now covers all areas of learning and children are offered a wide variety of activities. The staff have developed a system to observe and assess children's progress, however, this is not yet consistent and is not used to identify next steps in learning for individual children. This remains as a recommendation for the present inspection.

### **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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are satisfactory.

## 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 all changes to the person in charge are notified to Ofsted
- develop a system to record all information and guidance for children who have specific medical needs
- ensure all staff have a current knowledge and understanding of Local Safeguarding Children Board procedures

### **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):

- develop further the system to record observations of children's progress and use these to plan for next steps in learning for individual children
- offer more opportunities for children to practice writing and maths skills in meaningful everyday activities
- provide tools, materials and media for children to freely explore and investigate so they may construct and build and freely express themselves creatively

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)