



## Sun Beams Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY276045
<b>Inspection date</b>	13 June 2005
<b>Inspector</b>	Rachael Mankiewicz

<b>Setting Address</b>	Delapre Primary School, Rothersthorpe Road, Northampton, Northamptonshire, NN4 8JA
<b>Telephone number</b>	01604 674620
<b>E-mail</b>	
<b>Registered person</b>	Sun Beams 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*

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## 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 good. 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 2004. It operates from a classroom within Delapre Primary School which is situated in the Far Cotton area of Northampton. The group meets the needs of the local community. It operates from 09:00 to 11:30 and 12:30 to 15:00 each day of the week throughout term time. The premises include one large room with associated facilities, and the group have use of a grassed area adjacent to the building. They also take part in sports events on the school field.

The group is staffed by the joint managers, who along with another member of staff are qualified to NVQ Level 3 in childcare, and 3 further staff are attending training. There are currently 54 children on roll, of whom 24 are children receiving funding for their nursery education. The playgroup is able to support children with special needs and children who speak English as an additional language.

The group works closely with the Pre-school Learning Alliance and the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning good hygiene practices, personal care and examples of healthy living which are promoted by staff following effective health and hygiene procedures. For example, they wash their hands regularly and at appropriate times and are aware of the need for sun care. Children understand the importance of healthy eating and drinking water regularly. Snacks always include a healthy option of fruit, vegetables or raisins, and children help themselves easily to a water dispenser.

Children enjoy physical exercise and learn about the importance of activity to promote good health and development as they join in free-play and organised activities. For example, they ride on wheeled toys, play ball games and move their bodies to music. Quieter activities are also enjoyed outside in the fresh air such as using chalks, imaginative play with dolls and watering the plants. Children are encouraged to look at changes to their bodies when they study a theme of 'Me and my Body'. They move around the room at ease and with increasing control and co-ordination as they develop an awareness of the space around them and the close proximity of others.

The children's welfare benefits from the up to date first aid knowledge used by the staff in the event of any accidents, and appropriate procedures which are in place if children are unwell.

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

The provision is good.

Children are able to explore and move freely and with appropriate challenge in a safe and secure environment. Risks are minimised by the vigilant staff who have made assessments of the situations based on comprehensive procedures and policies regarding health and safety. Children learn to take responsibility for their own safety as they safely use the well-maintained equipment and age-appropriate resources such as the correct scissors. They are able to negotiate the uneven grassed area. They are beginning to learn about safety in their environment as they talk about road safety and the people who help keep the children safe.

Children are very well protected by staff who have a secure knowledge of child

protection policies and the local procedures for dealing with concerns. Staff understand their responsibilities for the welfare of the children in their care, and use a range of records to underpin their practice.

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

The provision is good.

Children are happy and settle well to enjoy their time at the pre-school. They benefit from the care and encouragement of knowledgeable staff in the welcoming, learning environment. Children develop their independence and learn to play in groups and teams as they participate in a range of interesting activities. For example, they share musical instruments and combine together to make sounds they all enjoy, and play ball games together. Children use their imaginations well as they take part in a wide range of art and craft activities, music and role-play. They develop their physical skills regularly, both indoors and outside. Their perseverance to complete activities and their confidence to share feelings develops as they play. Early communication skills are developed by good interaction between staff and children, and children enjoy expressing their ideas in the comfortable and friendly environment. Children's needs are met through generally effective organisation and planning for the progress of all children from two to five years. However, the staff do not currently use a formal developmental system for the younger children such as the Birth to three matters framework.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children participate enthusiastically in the planned activities on offer, although they are not always able to take the initiative, choose resources and express ideas. The older children use their imagination well as they become hairdressers during role play, and they mix colours with purpose as they paint and decorate their pots. Children begin to make sense of the world around them as they explore a variety of materials, and are able to investigate how things are made and how they work. They are aware of their own bodies and their ability to use their senses. For example, children recognise the smell of peppermint when added to the play dough and relate it to other experiences of the same smell such as toothpaste. Children find out about the environment as they plant seeds and visit the farm. They begin to explore the wider world through visits to the school and shops, and taking part in the celebration of festivals.

Children develop good relationships with staff and each other, as they take turns and work together well in small and large group activities. They show concern for others as they play, making sure their friends are included in the game. Children interact and chat, showing awareness of the listener and listening well. They understand that print has meaning and make marks freely throughout their activities. Older children are beginning to develop the use of mathematical ideas to solve problems such as working out how many children can sit at the snack table.

Staff make effective use of time and resources to provide activities which motivate the children and enable them to make progress towards the early learning goals. However, some planning, for example the planning for the outdoor area and physical

play, lacks detail and it is not currently evaluated to show the impact on the children's learning. Appropriate individual challenge is not always offered. Observations and assessments of children's progress towards the early learning goals and information gained from the parents are not always used to inform planning.

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

The provision is satisfactory.

Children take an active part during their pre-school sessions. They help other children settle, enjoy taking part in the range of activities and resources on offer and help clear the activities away. Some resources are available on low level units although children do not often choose other items or initiate activities. They show concern for the other children and are learning to share resources and take turns. Children generally behave well and have good manners as they are aware of the expectations of staff. The regular praise and encouragement received by the children promotes their confidence and self-esteem, and fosters their spiritual, moral, social and cultural development well. Children begin to learn about themselves as individual, their friends and staff at pre-school and those people from the community and wider world around them. They meet different people who visit the group and as they explore the local environment.

The partnership with parents and carers is satisfactory and contributes significantly to the children's well-being in the pre-school. The views of the parents' about their children's needs and interests are acknowledged and valued throughout their time at the setting. Information is shared on a regular basis. This helps to ensure children settle well and that their individual needs are met, allowing them to make progress. However, the daily education plans are not made available to the parents to enable them to follow through the children's learning at home. Planned meetings take place when the children's achievement folders are discussed.

### **Organisation**

The organisation is satisfactory.

Children are safe, secure and happy in premises which are suitable for their purpose. The space and resources are effectively organised to promote children's safety, welfare and development. However, older children's independence is not always promoted effectively so that they can initiate their own activities and express their own imaginative ideas. Most documentation which contributes to children's health, safety and well being is in place and this is regularly reviewed by the pre-school committee.

Children benefit from the satisfactory leadership and management of the nursery education. Children's care and learning are supported through the good organisation of the setting and the ability of the committed staff team, headed by the two knowledgeable and experienced supervisors. There are appropriate recruitment and induction procedures in place. Staff development plans help ensure that staff members keep up to date with training and so provide good quality care and

education for the children. Appraisals systems are in the development stage. The staff and committee work well together with clear aims for the continued improvement of the setting but there is no clear system in place to monitor and evaluate the quality of teaching of nursery education. However, the pre-school works closely with the Early Years Development and Childcare Partnership's Advisory Teacher and the Pre-School Learning Alliance.

Overall, the provision meets the needs of the children who attend.

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

At the last care inspection the registered provider was asked to improve some recording procedures. These have now been reviewed and children's welfare and care has benefited from the improvements although the policy for administering medication has not yet been amended.

This is not applicable for the nursery education inspection.

### **Complaints since the last inspection**

There are no complaints to report.

## **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 good. 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 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 the medication policy includes a statement that medicines are not usually administered unless they have been prescribed for that child by a doctor.
- ensure that toys and play materials create an accessible and stimulating environment to children and allow them to initiate activities and make choices

### **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 use of observations of children, purposeful evaluations of activities and information gained from parents to plan the next steps in learning for individual children
- encourage parents and carers to become more involved in their child's learning by sharing information about the educational programme

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