

Sunshine Pre-School

Inspection report for early years provision

Unique Reference Number	133086
Inspection date	04 July 2007
Inspector	Jan Healy
Setting Address	United Reform Church, Frome Road, Bath, BA2 2QG
Telephone number	01225 837202
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Registered person	Sunshine 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?

Sunshine Pre-School registered since 1978. It operates from two rooms in the United Reform Church buildings in the city of Bath. It serves the Odd Down community and is near the local primary schools.

There are currently 29 children from two to four years on roll. This includes 25 children who receive funding for nursery education. The children attend for a variety of sessions. The setting currently supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.15 until 11.45, with a lunch club offered between 11.45 and 1.00.

There are four full-time members of staff who work directly with the children. All the staff hold an early years qualifications to NVQ level 2 or 3. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The staff aid the children in staying healthy, as they teach them to use the bathroom correctly, leaving it as the children would wish to find it, and by washing their hands using liquid soap and warm water. However, whilst in the playroom, the provision for hand washing is unsuitable, as the children share the same bowl of warm water for the washing of their hands, for example, after painting. Therefore, the standards of hygiene are inconsistent. Paper tissues are not freely available for the blowing of noses, which, if in place, further protects the children's good health. The staff hold a current first aid certificate and are confident to deal with an accident, all of which are recorded and are shared with the parents, so they are made aware about any injury to their child. The sandpit is sifted to remove any debris and is sprayed with an anti-bacterial agent, to ensure it remains clean. Relevant details are requested from parents in the event of their child receiving medication during their stay. Any administration of medication is recorded and parents are notified, for the good health of the children.

The children enjoy eating their snack and lunch, which they provide themselves. They sit with the other children in the group, making for a sociable and pleasant occasion. The staff ensure their snack and lunch remain fresh, by the use of a refrigerator and an ice box. The children are cared for appropriately in the event of them having a food allergy or intolerance, as the staff prevent the swapping of food, to protect their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children have the advantage of accessing two playrooms, one of which they have sole access to. They are able to participate in a reasonable variety of activities, for example, they have a home corner, where they join in with pretend play and have the space to build with construction material, such as Lego. The second playroom is where the children take part in physical games during inclement weather. There is the space to run, skip, hop and jump and they enjoy ring games, such as 'The Farmer's in his Den'. The children are supervised when accessing the bathroom, as it is away from the main playroom, to ensure their safety.

There are enough tables and chairs to enable the children to sit together during play and mealtimes, which helps to enhance the children's confidence, as they become adept at speaking within a small group. The staff check the safety of the toys and equipment the children have access to, which helps to prevent accidents. The toys are age appropriate and are rotated for the children's enjoyment. The children are interested in the activities available, for instance, the nature table, which draws their attention, as it is changed frequently and contains items of interest, such as a snake skin.

A written risk assessment is in place, to promote the safety of the children. The staff use this document to check items of equipment, furniture and resources to ensure they are fit for use and do not pose a hazard to the children in their care. Hot liquids are kept away from the children, to help prevent scalds. The children are encouraged to take care of themselves, for example, by being reminded of the advantage of picking up their toys off the floor after play, so they do not trip over them. A non-slip floor is situated where the water tray is located, to prevent falls. The heaters are controlled, not only to provide the children with the warmth they require during colder months, but also for their safety. The premises are secure with the locking

of doors, and the parents attract the staff's attention via a bell. An effective procedure is in place for the arrival and departure of the children, to ensure they are reunited with the appropriate adult.

The staff have sound knowledge about child protection issues, knowing the possible signs and symptoms of abuse and neglect and about the procedure to follow in the event of witnessing a concern. A written statement is in place, aiding the parents in understanding the staff's responsibility in reporting such concerns, helping to prevent any misunderstanding. The staff keep themselves up to date with current legislation through the attendance of training courses.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children and the staff share a warm relationship, with the children confidently approaching the staff for comfort when required, making for a safe and secure environment. The younger children are finding their voice through a range of group activities, when the children learn together and are encouraged to respond to stories and questions. They have opportunities to be creative, for example, when making a large clock out of boxes and to use their imagination when taking part in musical movement.

The quality of teaching and learning is satisfactory. The staff have reasonable knowledge about the Foundation Stage, and use the knowledge they gain from the parents to inform them about the stage of development the children have reached upon entering the setting. However, this is not expanded upon, therefore, the teaching does not always meet the needs of all the children in the group, as there is no differentiation in the planning of activities. Therefore, all the children are taking part in the same activity, with no consideration given to the different rates they learn or the time required to explore and apply their learning. The staff work directly with the children for the majority of the time, with the children enjoying their company, such as when working with 3D models and when making sandwiches.

The children are making sound progress in their personal, social and emotional development. They are building relationships with their friends and are learning to share the resources. The staff aid their independent skills by allowing the children to reach and put on their own apron during painting activities. The children happily take part in new activities, such as ring games and use their own initiative to make various shapes using play dough.

Positive progress is being made in the children's communication, language and literacy. The children are developing their understanding that print has meaning, as the staff encourage them to learn to recognise their name and label the drawers and their artwork. The children have access to an acceptable variety of books, which they look at with interest, turning the pages one at a time.

The children are making steady progress in their mathematical progress. They join in with number songs, including 'Five Little Speckled Frogs'. They are learning to recognise numerals and the staff take the opportunity to allow the children to count how many children are in attendance each day. However, they are yet to be introduced to the relationship between addition when combining two groups of objects and subtraction to taking away.

Reasonable progress is being made in the children's knowledge and understanding of the world. The children have access to look at natural materials, such as shells and to feel its texture. The children learn about the days of the week and the changing seasons. They have the opportunity

to play with 'gloop' watching and feeling how the material changes when handled. They are learning about everyday technology, including the use of a computer, telephone and cash till.

The children are making sufficient progress in their physical development. The children join in with physical games, for example, 'the lighthouse', where the children pretend they are boats, trying to avoid the rocks. They participate in musical movement, walking on tiptoes, bending and stretching, aiding their fitness and stamina. They are enhancing their dexterity during sand play, when handling a variety of tools, including spades, forks and a sifter.

Moderate progress is being made in the children's creative development. They paint pictures of their choice as well as following the design led by the staff. They build castles in the sand tray, adding flags to their finished piece and looking proud at their accomplishment. Glove puppets and masks are used during singing and story times, making for a more interesting activity. However, the dressing up clothes are prescriptive and do not allow the children to express their creative freedom.

Helping children make a positive contribution

The provision is satisfactory.

The staff have secure understanding about equal opportunities, using appropriate language, for instance, avoiding stereotypical phrases and they allow both the boys and the girls to take part in all the activities available. There are a few books which reflect positive images of diversity, which aids the children's understanding that although everyone is different, they are all just as important. The children celebrate events that are important to them, including their birthday and learn about their own and other children's cultures through a range of play.

The staff have sufficient knowledge and understanding about the vast range of learning difficulties a child may suffer with. Written information is retained about the requirements of each child in their care, with one member of staff taking the responsibility of being the special educational needs coordinator. However, her name is not written in the policy, which makes it more difficult for the parent to approach the correct member of staff if they have a concern. The staff work in conjunction with the parents and outside agencies if necessary. This helps to aid the children's welfare and development.

Spiritual, moral, social and cultural development is fostered. The staff encourage the children to display positive behaviour, enabling them to understand what is expected of them in terms of acceptable behaviour by being good role models. They provide explanations as to why some behaviour is not permitted, such as the throwing of toys, as this is a safety hazard. The staff encourage responsibility, for instance, to be the milk monitor, helping to further their independence and heighten their self-esteem.

Partnership with parents is satisfactory. The staff help to ease the transition of the children from the home to the group, by having a flexible settling in period. They provide the parents with relevant information about the group, as there is a notice board clearly visible in the entrance hall, where policies, statements, qualifications of the staff and their training record can be found for parents perusal. The staff keep the parents verbally informed about the progress their children are making during the arrival and departure time. The staff, however, do not work closely with the parents to plan the children's next step of learning and there is little evidence of the staff helping the parents understand the Foundation Stage. Parents are, however, invited into the setting, for example, a parent who speaks English as an additional

language, to help create festive mobiles during the Christmas period, helping the children to understand that people celebrate festivals differently than themselves.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. The setting meets the needs of the range of children for whom it provides. The person in charge holds a suitable qualification in childcare and ensures her staff are also suitably qualified and experienced to provide care and education for young children. However, there is no deputy in place, subsequently, there is no member of staff who is able to take the position of manager, if the person in charge is absent. All the staff understand their roles and responsibilities and attend regular training sessions, keeping themselves up to date with current legislation, for example, in child protection. The staff work together as a team, which provides for a pleasant atmosphere. The weakness identified from the previous inspection has been tackled well, for the health and safety of the children in their care. Successful teaching strategies are shared and are adopted by the other staff, including the speaking to the children quietly, to keep the noise level low, easing communication. The staff have reasonable expectations from the children, who respond happily to the tasks which interest them. The register contains the times of the children's arrival and departure, so they are all accounted for in an emergency. The adult: child ratio is maintained to keep the children safe at all times. Records are stored confidentially, to protect the children's personal details. All records are retained for a reasonable period of time, so historical checks can be made.

Improvements since the last inspection

At the previous inspection, the staff were requested to conduct a hazard analysis and risk assessment on the premises, and to identify the actions taken to minimize the identified risks. The staff now conduct a hazard analysis and risk assessment on a daily basis, evidenced in writing, to ensure the children in their care remain safe and secure at all times.

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 the children are provided with consistent and hygienic hand washing facilities and ensure paper tissues are readily accessible
- ensure the name of the member of staff who is the special educational needs coordinator is clearly visible in the learning disability statement
- employ a deputy who is able to take the role of manager in her absence

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):

- ensure the planning provides for all the children in the group, including their age, individual need and stage of development
- provide the children with opportunities to relate addition to combining two groups of objects and subtraction to taking away
- extend the children's imagination through the provision of non-prescriptive outfits in the dressing up box.

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