

Sunshine Kids Pre-School

Inspection report for early years provision

Unique Reference Number	322059
Inspection date	11 October 2007
Inspector	June Rice
Setting Address	Newgate, Pontefract, West Yorkshire, WF8 1NB
Telephone number	01977 780696
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Registered person	Julie Ann Smith
Type of inspection	Integrated
Type of care	Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunshine Kids Playgroup opened in 1997 and operates from one main care room. It is situated in the Central Methodist Church which is located in the town of Pontefract. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open Monday, Wednesday, Thursday and Friday from 09.30 to 15.00, and Tuesdays from 09.30 to 12.00 term time only.

There are currently 51 children on roll. Of these, 26 children receive funding for early education. The playgroup currently supports a number of children with learning difficulties. The playgroup employs six members of staff, all of whom have appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. They are vigilant and ensure tables, floors and

toilet areas remain clean and suitable for use throughout the session. Children are protected from cross infection through the implementation of a sick child policy. If they are poorly, they are made comfortable until they are collected. Children understand simple good health and hygiene practices through their daily routine and practical activities. For example, they wash hands prior to snacks and talk about why they wash their hands. They learn about keeping teeth healthy from a visiting dental nurse, books and posters. Children are suitably nourished and learn about healthy eating. They benefit from a well balanced diet of healthy snacks supplied by the provider and packed lunches provided by parents. This ensures that their dietary needs are met effectively. Children enjoy having their lunch with staff who are good role models and encourage them to eat healthy options first.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit because premises are safe and secure. Good security prevents unauthorised persons gaining access to the building and ensures children leave the premises with a suitable person. Good safety precautions are taken to ensure children use an environment that remains suitable for use. For example, visual risk assessments are carried out each day before children arrive, radiators and electric sockets are covered and there are no trip hazards. Children use suitable and safe equipment that meet BS EN safety standards, it is clean and well maintained. Children are kept safe on outings because staff are well prepared. For example, they increase adult child ratio's, ensure they have sufficient first aid equipment, spare clothes and emergency contact numbers. Children are learning to keep themselves safe. For example, they are reminded not to run, they learn about using equipment safely and are included in a regular emergency evacuation. Children are well protected because the provider and staff clearly understand their role in child protection. They understand the child protection procedures and demonstrate they are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit because the provider effectively plans and provides a good variety of activities and play opportunities that successfully supports their learning through play. They thrive in an environment rich in labels, numbers and letters that skilfully develop their interest in counting, letter recognition and writing. They benefit from a good routine that includes structured activities and free play. Children are beginning to develop confidence and good self-esteem through positive praise and recognition for their efforts. They are making friends, play confidently alongside each other and join others in small groups. Children are very happy and settled, they move about freely and independently in an environment that supports their growing independence well. Children show lots of interest in what they do, they participate freely in focus activities, as well as using their initiative, exploring the environment, activities and opportunities on offer. They interact well with staff who are very supportive and acquire new knowledge and skills as they respond to appropriate challenges.

Nursery Education.

The quality of teaching and learning is good. Staff are skilled in supporting children's learning. They are well deployed and children reap the benefit of small groups and lots of individual attention. Staff are enthusiastic teachers and effective communicators. The quality of teaching with regard to questioning, appropriate challenge, support and encouragement, ensures children

continue to make good progress through the stepping stones. However, the inconsistency of staff with regard to knowledge and understanding of the Foundation Stage and early learning goals prevent children making very good progress. Children's achievements upon entry are identified and their progress is recorded and monitored through samples of their work. Staff demonstrate a clear understanding of where children are at. However, children's achievements and extension to their learning are not always clearly identified.

Children are making relationships and seek out others to share experiences. They tell staff they have had some milk and birthday cake, and ask where their friends are. Most children separate from their main carer with confidence, while others need a little support. Children show a strong sense of self as a member of their family and talk about, 'my mum, daddy, sister and brother.' Children show lots of interest in writing and ascribe meaning to marks. They write shopping lists, names and makes notes while using the telephone. Children show an interest in reading, they choose books, handling them carefully and ask teachers to read them. Children are using language for communication and thinking. They use simple gestures, statements and questions. For example, children taking the role of teacher points to a chair and says 'sit down,' they use simple instructions to explain how to piece a jigsaw together. Children observe and use positional language during imaginative play. For example, 'they have to crawl through the door,' 'they'll have to climb over' and 'lets turn it upside down.' Children show lots of concentration and interest in construction. They carefully construct a tower and a house balancing and locking pieces together. Children show lots of interest in counting and count confidently with some numbers in the correct order. For example, they count from 1 to 10, correctly identify small and large groups, and groups that are the same. Children show an interest in the world they live in and a developing interest in computer and technology. They use an electronic till, a karaoke machine and metal detector. Children use doctors implements and hairdressing equipment during imaginative play. They show curiosity, observe and manipulate objects. For example, they stretch, roll and poke dough, describing it as soft and cold. Their coordination skills are developing as they learn to use one handed tools, mark making implements and construction sets. Children enjoy exploring media and materials. They mix paint and explore with colours, showing amazement as they mix two colours to make brown. They talk about shaving foam looking like snow and, feeling 'sticky and wet.' Their learning is extended through their enjoyment of music and song as they learn different phonic sounds.

Helping children make a positive contribution

The provision is good.

Children enjoy a varied day that provides lots of opportunities to explore inside and outside activities which include a good balance of planned activities and free play. Children are learning to join small group activities and children not ready for groups benefit from individual attention. Children are learning about their wider society through being introduced to different festivals and celebrations. For example, Diwali, Chinese New Year, Hanukkah and Halloween. They benefit from positive images throughout the setting that include posters, books, small world figures and dressing up clothes. Children are becoming more independent, they are learning to make choices and take decisions. Children benefit from the support of staff who work very closely with parents and outside agencies to ensure children's individual needs are met effectively. Children understand responsible behaviour and are learning to accept boundaries. They benefit from staff's positive approach to encouraging good behaviour and their skills at helping children recognise the consequences of unacceptable behaviour. For example, children are brought into a small group and encouraged to discuss feelings and why their behaviour is unacceptable.

Partnership with parents is good. They have access to the settings policies and procedures, and information about their children's daily routine and activities. They receive clear information about the 'Birth to three matters' framework, the six areas of learning and, how staff observe and plan for their children's next steps. Children's progress and achievements are recorded through samples of work and parents take the opportunity to discuss their children's progress with their key worker.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children benefit from an environment that is well organised. The provider uses her time well to ensure space is used effectively, that group sizes are appropriate and staff are well deployed. Children are well protected and cared for by staff with a good knowledge and understanding of child development including the 'Birth to three matters' framework and the early learning goals. Staff work well together to ensure children continue to make good progress. They have a high regard for the well-being of all children and key workers demonstrate a clear understanding of children's progress.

Leadership and management is good. Staff are well supported, have a sense of purpose and show a commitment to continual improvement by regularly attending appropriate training. For example, child protection, phonics, foundation stage, early communication and literacy and the supervisory and management of childcare. This has a positive impact on the care, learning and well-being of children. All required documentation is in place. However, not all records contain sufficient information.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care and education inspections, there were recommendations in place to ensure all aspects of children's learning are fully promoted, to improve behaviour management and to assess the settings strengths and weaknesses. The provider has taken appropriate steps to improve these areas. The provider successfully plans for all areas of learning, appropriate strategies are applied to manage behaviour and the setting monitors the success of their care and education.

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):

- improve recording systems to ensure they contain all relevant information.

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 develop the procedure for recording and monitoring of children's progress to clearly indicate children's achievements and next steps in their learning
- ensure all staff have a sound knowledge and understanding of the Foundation Stage to further extend children's learning.

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