

# Sunshine Corner Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY263404
<b>Inspection date</b>	08 November 2007
<b>Inspector</b>	Elizabeth Juon
<b>Setting Address</b>	The Village Centre, Rogers Lane, Stoke Poges, Berkshire, SL2 4LP
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<b>Registered person</b>	The Trustees of Sunshine Corner 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 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 Corner Pre-School opened in 1970. It operates from two ground floor rooms in the Village Centre Community Hall in the village of Stoke Poges. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 11.45 and 12.15 to 14.45, term time only. All children share access to a secure outdoor play area.

There are currently 59 children aged from two to under five years on roll. Of these 34 children receive funding for nursery education. Children come from the village and surrounding area. The pre-school currently supports children with learning difficulties and disabilities.

The pre-school employs seven staff. Over 50% of the staff, including the manager hold 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 to protect children from infection. For example, children dry their hands on paper towels and staff use disposable gloves when changing a nappy, to prevent cross contamination and safeguard children's health. Children are becoming independent in their personal hygiene routines and wash their hands after messy play and using the toilet. The children disinfect their hands with an anti-bacterial gel before eating a snack. Parents are verbally informed the gel is in use to save valuable play time instead of all children queuing to use the basins.

Children's physical development is promoted in outside play when they can practise their skills on the climbing frame, slide and pedalling tricycles. There is a weekly indoor 'gym' session and children improve their dexterity each day using a variety of small tools and utensils. Children are beginning to understand changes in their body following exercise, staff offer extra drinks and ask children why they are hot and thirsty.

Children have their health and dietary needs met because the staff work well with parents to provide a nourishing snack. Each day children bring a piece of fruit to add to the selection that is available. There is plenty for children to have as much as they need and also to become used to new flavours such as, kiwi fruit and blueberries. A daily helper is chosen to hand out the cups, plates and knives. This promotes children's confidence but does not enable children the opportunity to extend learning further, for example by using simple calculation to determine how many cups they need.

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

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. The self contained pre-school rooms are suitable for their purpose and offer adequate space for children to play freely. Children can choose from a varied range of table top activities put out by the staff and also self select from low level shelves. Many children choose torches to investigate inside the dark tent in the home corner 'camp'. Staff ensure that resources are in good condition and offer children appropriate learning opportunities, for example, all the torches are working with new batteries. There are some posters and children's artwork on display to brighten the room. However, these tend to be high out of children's line of vision and unable to provide interesting visual stimuli or information to the children such as an alphabet. Children are interested in books and there is an interesting selection available but nowhere comfortable for children to sit with their books. The garden is an asset and is appealing to the children. They can help to plant and dig in the flower bed and make 'music' by hitting the hanging saucepans with spoons.

Good safety procedures are in place to keep children safe and secure. Effective staff teaching methods and good example develops children's awareness of safety issues. For example, the children are very clear about the evacuation procedure because it is regularly practised and children stop and look for cars when crossing the car park to the garden. The garden is checked daily for hazards prior to the children using it. The written risk assessments devised by the staff mean that most hazards have been minimised. There is a bell entry system to the pre-school

door and the addition of a stairgate ensures children cannot leave without adult supervision. A reference number is allocated to each parent which must be used to identify other adults who may collect the children. Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary should concerns arise. These measures ensure children remain safe in the setting.

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

The provision is good.

Children arrive at the pre-school happy and confident to come in and settle down to the activities. They are greeted warmly by the staff and leave their parents without any distress. Children are familiar with the daily routines and on arrival find their names and settle on the chairs for registration. Staff work directly with children throughout the session offering the guidance, encouragement and comfort to help children feel settled. There is a well planned early years curriculum based on the Birth to three matters framework and the Foundation Stage stepping-stones ensuring children participate in age-appropriate play. Children respond to challenge and acquire new knowledge and skills. The children have friends and play alongside each other happily. Positive relationships are evident between the children and adults.

### **Nursery Education**

The quality of teaching and learning is good. The staff have a sound knowledge of the Early Learning Goals to ensure children make progress through the stepping-stones. Planning is comprehensive and well documented making it easy for staff to follow to ensure a varied range of learning experiences are on offer throughout the year. The activities are evaluated to gauge their worth and success in providing a learning outcome for the children. Observations of the children are carried out to enable staff to plan for children's next step in their learning. As a consequence children make good progress.

Children are friendly, inquisitive and actively involved in the activities on offer. They are confident and beginning to be independent when making choices about their play. Children are friendly, helpful and cooperative. They tidy away when asked and help serve the snack. They are developing useful social skills and staff act as good role models for the children.

Children are improving their emergent writing skills and can recognise their written name. They are provided with writing materials for example, clipboards and pencils to make 'notes' in everyday situations. Children are beginning to link sounds and letters such as, F for firework. Children are pleased to stand in front of the group showing and talking about the item they brought from home. However, these items do not have any direct link with the theme or letter of the week to extend learning. The circle time is long in relation to the two and half hours the children attend. This has an impact on the routine of the session and often means children do not have the opportunity to listen to a story. Children show an interest in books and can select from a good variety but there is no appealing seating or place for them to look at books in comfort.

During circle time children count up to 24 and sometimes more. There is evidence the children have discussed differences in height and made a chart to see who is tallest. Some children are able to recognise written numerals on cars and put the cars in a line of numerical order. However, there are a few opportunities for children to calculate simple sums during the morning, for example, at snack time and registration when told there are seven adults and one visitor, the question is not asked how many does that make?

Children have opportunities to develop their creativity and imagination through arts and crafts, role-play and dressing up. Staff provide an environment that reflects the background of the children and the wider community. They are beginning to learn about cultural festivals, such as Diwali, in planned activities. Children use the computer several times a week using a varied selection of educational games. Children use technology in everyday situations playing with the torches, binoculars and hole-punchers.

Children use a range of small equipment with increasing dexterity and for the correct purpose, such as scissors. Outside they are developing physical skills, such as climbing and pedalling. The garden is used to its full potential to enable children to gain confidence and competence on the apparatus and also to dig and plant flowers.

Staff use a variety of teaching methods to help children learn, they ask questions that make children think, for example, when encouraging recognition of colour and shape. Staff are able to modify activities to differentiate between the needs of less and more able children, enabling all children to participate in the learning opportunities.

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

The provision is outstanding.

The children and their families play a full part in the pre-school because staff value their individuality and contribution. The children's keyworkers take time to get to know families so they are able to meet children's individual needs well having regard for their ability and culture. Children have opportunities to learn about themselves, each other and the world around them through the activities and resources reflecting diversity.

The pre-school has considerable experience of providing care for children who have learning difficulties and disabilities. There is a Special Educational Needs Coordinator in place who liaises well with outside agencies and other professionals to ensure children's needs are met. All staff promptly recognise if children do not appear to be reaching milestones in their development and follow robust procedures to help children of all abilities to be fully included in all activities.

Children behave very well and play together cooperatively. Children show concern by quickly saying 'sorry' if they have upset a friend. Staff are good role models, enthusiastic with a sense of fun. To promote positive behaviour and raise children's self-esteem, the staff praise and encourage children's achievements. Staff get down to children's level and give clear explanations to the children if they have to intervene; therefore children begin to understand right from wrong. Children's spiritual, moral, social and cultural development is fostered.

Parents receive high quality information about the care and early years education the pre-school provides through the detailed policies, notice-board and newsletters. Parents record their children's particular preferences and family background when they first start to ensure staff have an initial understanding of children's characters. Parents are warmly invited to participate in the play sessions, serve on the committee and help with fund raising. For example, the annual multi-cultural party invites parents to come into the group in traditional dress and with food from their specific culture. This helps to foster good relationships and a sense of belonging for adults and children. The partnership with parents and carers for nursery education is good. Parents are aware of the curriculum and receive information on children's progress. A well organised system of appointments gives parents the opportunity to speak directly with staff about their child each term.

## **Organisation**

The organisation is good.

Children benefit from staff who work as a cohesive team and have a commitment to continually improving their practice within the setting. Staff are actively encouraged to attend a variety of training which ensures they keep up to date with current childcare practice. High staff:child ratios are maintained to effectively support and safeguard children throughout the day. The staff team have to set up and remove the play equipment and resources each day. There are other users in the setting in the evening and restrictions exist on the amount of displays on the walls. Taking this into consideration the environment is set out well to encourage children to participate in a range of stimulating activities, such as, the camp and barbeque. However, it would enhance the room if some low level visual stimuli were available to the children, for example a number line. The children have a busy session and pack into a short period a lot of fun and play. Generally space, time and resources are well organised to encourage children's decision making. However, the packed routine can sometimes have an adverse impact if an aspect of learning is missed out, such as listening to a story. The pre-school is small and that provides a cosy atmosphere within which children feel secure.

Robust systems are in place for the vetting and recruitment of staff working directly with children. This ensures children are protected and cared for by staff who are suitable and have a knowledge and understanding of child development. The record keeping systems effectively promote children's health, safety, welfare and individual needs. All regulatory documentation is in place, up to date and stored securely to maintain confidentiality. Extensive written policies and procedures support the staff in their practical work and safeguard children's welfare effectively.

Leadership and management are good. Staff demonstrate a secure knowledge of the Foundation Stage and are involved in planning the curriculum to help children develop. Staff meet regularly to discuss children's progress. The staff understand their roles and responsibilities and the key worker system ensures children's developmental records are maintained accurately to record children's ability and achievement. The manager demonstrates an understanding of the pre-school's strengths and cites the consistent staff team and the provision of good quality activities to encourage children's development in all areas. She is aware of the need for continual improvement and has already highlighted the benefit to children of more opportunity to self select their resources. The provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to provide a record of all adults on the premises and improve hygiene procedures. Improvements have been made to ensure there is a record of all staff and visitors to the premises on the register and in the visitors' book and paper towels are in use for drying hands which prevents cross contamination. These measures help to safeguard children's health and welfare.

At the last inspection of nursery education the provider was asked to effectively evaluate the activities on offer and improve opportunities for children to practise writing, mark-making and gross motor-skills. Improvements have been made which ensure the children have ample opportunity to practise age appropriate pre-writing skills. They are able to play on large equipment and have a weekly exercise session which promote children's physical development.

The curriculum on offer is thoroughly monitored and evaluated by staff to ensure children make progress through the early years curriculum.

### **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:

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 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):

- enhance the layout of the environment to provide appealing and low level visual stimuli and information to the children

#### **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 routine of the session includes ample opportunity for children to take part in a storytime and to look at books in comfort, as a source of pleasure and information

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