

Sunshine Under Fives Pre-school

Inspection report for early years provision

Unique Reference Number	107076
Inspection date	18 June 2008
Inspector	Rachael Williams
Setting Address	St Gerard's Church Hall, Buller Road, Knowle, Bristol, Avon, BS4 2LN
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Registered person	Karon Nichol
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 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 Under Fives Pre-school is situated on the south side of Bristol in Knowle. The group is privately run and opened in 1995. The group offers care for up to 26 children at any one time aged between three and under five years. There are currently 60 children on roll all of whom are in receipt of early years government funding. The group supports children for whom English is an additional language and children with learning difficulties and/or disabilities.

The Pre-school operates in the church hall situated at the rear of St Gerard Majella Church. The group have use of the building, which consists of a large hall, kitchen, toilets and an outside enclosed garden. The pre-school is open Monday to Friday for two sessions a day, except for Tuesday afternoons, 39 weeks of the year. The morning session is from 9.15 until 11.45 and the afternoon session is from 12.15 until 14.45.

The owner employs seven members of staff, six of whom are qualified to a level 3 childcare qualification. The group are members of the Pre-school Learning Alliance and receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive in a healthy environment where they have opportunities for physical exercise both inside and out. They enjoy creating pathways with the trolleys, wheelbarrow and buggies showing good coordination as they avoid collisions. They adapt speed well as they descend the ramp. They swing and spin from the ropes on the wooden climbing frame showing good gross motor skills. Children are encouraged to observe the effects of exercise on their bodies, for instance they feel their heartbeat and how it beats rapidly after participating in movement games where they follow instructions well.

Children's health is effectively promoted through good hygiene routines. For instance, snacks are prepared in a hygienic kitchen where staff wear aprons and disposable gloves to ensure cross contamination is minimised. Tables are sterilised before children eat from them, however, after washing their hands for snack, they access books and sit at these tables. Children enjoy healthy and nutritious snacks, such as toast, raisins, apple and freshly sliced pineapple. They enjoy regular drinks, for instance water is readily available throughout the session. Snack time is not fully utilised to encourage children's communication skills and their independence as staff do not have the opportunity to sit with children and share their experiences nor are children encouraged to butter their own toast or to pour their own drinks.

Children's health and well-being benefits from the staff's understanding of recording administered medication and minor accidents. Accident records are promptly shared with parents to ensure consistency in their care. A strict exclusion policy ensures that children are protected from the spread of infection. All members of staff have paediatric first aid training which is regularly updated. There is a fully stocked and maintained first aid box which contains hygienic and sterile equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff have worked hard to create a colourful and inviting environment within the church hall. For example, colourful stain glass butterflies decorate the windows and children's three-dimensional junk models have been incorporated into a wall display, 'In the garden'. Children have plenty of space to move freely and independently. The furniture, such as benches, have been strategically placed to create designated zones within a safe environment. Children have access to an abundant range of high-quality toys and resources. Some resources are readily available to the children as they are stored in low-level drawer units and storage boxes to encourage their independence. They take responsibility for their own learning and supplement their activities with self chosen resources.

Children's well-being is safeguarded as staff have clear understanding of the procedures to ensure children's safety. All staff have good understanding of the possible signs of abuse or neglect. There are clear procedures in place to ensure appropriate action is taken should such an issue arise. On the whole, the child protection policy is clear, however written procedures to follow if an allegation is made against a member of staff are limited.

Children enjoy a safe and secure environment in which to learn and develop. Staff make daily checks of the premises and have a high regard for helping children learn about safety, for

instance children receive clear explanations on why it is dangerous to place magnets in their mouths in order to help them become aware of their own safety. Access to the provision is restricted and staff monitor attendance through the use of the visitors record. There are clear collection arrangements to ensure children are collected by a suitable adult, for example a member of staff is always on door duty to greet parents. Children are closely supervised by vigilant staff who deploy themselves effectively to ensure children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and settled within the group as they are familiar with the structure and routine of the session. Very good relationships are established with staff and there is effective use of the key worker system to ensure children's individual needs and welfare are promoted effectively. Staff provide a stimulating range and balance of activities which help children to make progress in all areas of their development. Children are encouraged to make decisions about their learning, to explore and investigate and to relate to others. Consequently, children are involved, interested and enjoy their play.

Nursery education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals in all areas of their learning. Staff plan a wealth of experiences for the children relating to interesting themes. The planning process is currently being adapted to acknowledge children's interests and to incorporate these into the themes. This approach is beginning to work effectively as the staff have excellent knowledge of their children and the Foundation Stage curriculum. Hence, through effective deployment staff are able to challenge children's learning. Focused activities concentrate on a specific area of learning. Staff make pertinent observations of the children to identify their stage of development for this area of learning, consequently children are grouped for this activity according to their abilities to ensure they are effectively challenged. Learning journals document children's achievements in each area of learning through careful observations by the staff. Profile documents are completed for the year before children attend school which records their progression towards the early learning goals. However, this profile is not used for younger children, consequently their progression and next step in learning are not fully documented.

Children are very confident. They successfully initiate their own play supported well by interested staff. They are very keen to try new experiences and to take risks, such as when exploring the garden on a bug hunt. Children explore and investigate confidently using a range of tools, such as magnifying glasses and collection pots. Children manipulate the play dough confidently. A child shows excellent understanding of the process of making a pancake as she explains it to the inspector. She uses appropriate language to describe how she 'pats it down', 'puts a cutter on' and 'take the extra play dough away'. The children use a range of tools competently to create patterns and show pride in their achievements as they share them with other staff. The children thoroughly enjoy exploring the sounds of a variety of instruments. Some play independently whilst others play along to the music on the CD player; some children come and listen and spontaneously dance to the orchestra.

Children practise their mark making skills using different tools and media. For example, a child shows creativity in his role play as he suggests creating an ice cream factory. With support from a member of staff he makes a paper hat; he then uses a range of recycled materials to create ice cream cones with different flavours. The children play collaboratively in this role play using

wax crayons to draw coins which they cut out using scissors showing good coordination. Through well-planned activities relating to the theme of animals children are able to develop imaginatively. Children select a mask to decorate and older and more able children are encouraged to cut these out independently. An abundant range of resources are available to the children to explore colour and textures. One child decides to choose tissue paper and shows excellent fine motor skills as she rolls it to create stripes for her tiger. Children label their creations well showing good understanding of letter formation and the sound each letter makes. They enjoy making stickers, for instance copying the name from staff's badges.

Children exhibit good mathematical knowledge. For example, they sort a variety of animals counting each group correctly identifying the corresponding number card. The children are questioned appropriately to develop their calculation skills. A game of skittles encourages children's aiming skills as they throw the bowl, knocking several skittles down. They count how many have been knocked down and how many are left. Some children use whiteboards to record the score. Children construct well using a range of resources. For example, a child designs a telephone with the Mobilo. She explains that it is 'nearly as tall as her' and if she adds 'one more' it will be the 'same height'. Children are beginning to use information, communication and technology in their play, for instance staff use a digital camera and the children are keen to observe the pictures.

Helping children make a positive contribution

The provision is good.

Most children confidently enter the pre-school and make decisions about their play. Those children returning from a long illness quickly respond to the one-to-one support and encouragement they are offered. They settle quickly as familiar routines have been established. Children's choices are respected as staff ensure they are given a two-minute warning so that they can complete their chosen activity. Children relish being the 'special helper' for the session and enthusiastically support staff. All children are respected, valued and included in the daily sessions. Their differences are acknowledged and very well met, such as through the development of resources. Each child's welfare and development is effectively promoted, for instance through consistent liaison with parents.

Children behave exceedingly well. They are very clear on routines, expectations and boundaries. Through excellent relationships with staff and their consistent engagement in activities there are few incidents. Staff are good role models and focus on children's good behaviour. For example, children are encouraged at the end of the session to explore one thing that they have done well today and to contribute to the communal marble pot; when it is full all the children receive a treat for their good behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. This contributes greatly to children's well-being as parents are warmly welcomed by staff who spend time getting to know them and their children exceedingly well. Excellent use is made of the 'toddle up' sessions to ensure parents are fully informed of the day-to-day running of the pre-school. Consequently, excellent relationships are established and parents support staff by offering their help at each session. Children's achievements are shared formally at parent evenings twice a year, and informally on request so staff may bring learning journals and profiles into the setting. Some parents contribute to children's learning by sharing, with staff, achievements from home.

Organisation

The organisation is good.

Children are cared for by experienced and well qualified staff. All staff are proactive in accessing relevant training to promote their understanding of child development, for instance Early Years Foundation Stage training, and taking time to implement new practices. There are robust systems in place to ensure staff are suitable to care for children and that induction procedures ensure consistency in children's care.

Children benefit from high ratios being maintained throughout the sessions. Staff deploy themselves well to ensure that children's individual needs are effectively addressed. A comprehensive operational plan ensures the setting runs smoothly. All regulatory documentation is in place which underpins the good practices of the pre-school. However, the child protection policy needs to be extended. The owner is aware of the regulation to ensure parents are fully informed of complaints, however a record has not been established as no complaints have been received. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. Staff are dedicated and show high regard for children's well-being. The owner ensures that there is good communication between staff, for example through the daily diary and half termly staff meetings. Regular staff appraisals ensure training needs are identified and addressed. All staff have a common sense of purpose and are keen to make improvements, however these improvements are not formally evaluated, such as provision for snack time.

Improvements since the last inspection

At the last inspection a point for consideration was raised to create more opportunities for children to design and make their own three-dimensional projects.

This has been successfully completed. Children have daily access to a supply of different recycled materials which they use competently, for instance to create props for their role play.

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 complaint 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):

- develop further policies, such as child protection procedure, and documentation, such as record of complaints to ensure consistency

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 assessment arrangements, particularly for younger children, to clearly identify next steps in learning
- develop snack time arrangements to further encourage children's communication skills and independence

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