

Sunshine Children's Centre

Inspection report for early years provision

Unique Reference Number	EY358310
Inspection date	03 July 2008
Inspector	Elisabeth Wright
Setting Address	High Street, Burgh-Le-Marsh, Skegness, Lincolnshire, PE24 5JS
Telephone number	01754811878
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Registered person	Sunshine Children's Centre (Burgh)
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 Children's Centre registered in 2007. It is committee run and is situated in Burgh-le-Marsh in Lincolnshire. The setting offers full day care to children from the local community and surrounding areas. The setting opens Monday to Friday, all year round. Sessions are from 08:00 to 18:00 hours and children attend for a variety of sessions. They are registered to care for 54 children aged from birth to eight years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn how to care for their own personal needs and well-being because the setting has thought through routines to ensure that they develop good understanding and practice. They are learning to care for their own hygiene needs because staff provide them with the understanding and resources to support them. For example, routines for using the toilets and washing hands are displayed in pictures for children to follow, consequently older children are

able to do so independently. Children in the Dragonfly room are able to reserve their place at the snack table with a name card, therefore they are encouraged to then go and wash their hands before eating snack. Children who become ill or who have an accident receive appropriate care, because the setting ensures that there are sufficient staff with appropriate first aid qualifications on duty and that first aid boxes are easily accessible. Systems for recording the administration of medication and accidents are robust and completed accurately with signatures of staff and parents, which supports children's well-being.

Staff demonstrate a secure understanding of the need for children to have plenty of access to fresh air and opportunities to exercise. Children in receipt of early education funding develop good physical skills through a variety of activities. They are able to climb and balance, ride on wheeled toys, or dig in sand, therefore they develop their large muscles and coordination.

Children benefit from the provision of healthy snacks and learn how to make independent decisions with regard to their eating and drinking needs. Children in the Ladybird room are able to make choices about what they want to eat and drink at snack time which supports their developing independence. This is extended for the older children in the Dragonfly room, who have a café style self-service snack time which enables them to also choose when they want to eat. Staff sit with children at lunch time and engage them in conversation, making this an enjoyable experience which promotes the social aspects of eating and sharing food together. Drinks are made available to all age groups so that they do not become thirsty or dehydrated during the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's well-being is promoted because thought has been put into the planning of the building to make it a child-friendly environment. Staff work with the limitations of the grade II listing, for example, they are aware that the babies and younger children have no windows at their level and therefore make sure that they have plenty of opportunities for outside play during the day. Children have access to toys and equipment because these are displayed at a low level in all rooms, thereby promoting their independence. They are able to play with resources safely as regular checks are made to ensure that they are kept in a good state of repair. Children of all ages are able to play, rest and learn in comfort, because they are provided with ample toys and equipment to provide a stimulating environment. Children who attend before and after school have use of a multi-function room with larger chairs and tables that are better suited to their needs. The room is laid out each day to provide a welcoming atmosphere that promotes their sense of belonging.

Risk assessments are carried out to identify hazards to children, action is then taken to minimise these. For example, children walking each day from school wear high visibility vests and are protected by robust systems of registration to ensure that they are booked in and collected. The setting has put rigorous measures in place to protect children from fire, which includes children practising the emergency escape procedures regularly. However, although consent for the application of sun cream is obtained and sun cream is applied, insufficient care is taken to ensure that children playing outside in the sun are protected by wearing sunhats.

Children's welfare is safeguarded because the setting ensures that all staff have a clear understanding of their role and responsibility with regard to the reporting and recording of child protection concerns. The setting has an identified child protection officer and is proactive in seeking out training for staff to enhance their knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

Planning systems for younger children are currently being developed in line with the Early Years Foundation Stage. Lines of development are identified for each child from observations made and learning opportunities made within the planning to support these. Because activities are relevant to their stage of development they are enjoyable and children engage readily with them. Consequently children's individual learning needs are supported well and children make good progress. Young children develop mathematical skills through counting and can make simple calculations. For example, one child counts the pieces of satsuma they have at lunch time, counting up to four; they then separate two joined together and say, 'One more, that's five'. Staff use commentary to develop children's communication skills. Therefore children in the Ladybird room speak confidently and use the correct tense when explaining what they did.

After school club children enjoy a range of activities which include art and crafts, physical games, books and relaxation and outside play in the garden or at the local park, where they have more space to play group games. Planning is based around the children's interests and staff are skilled at adapting activities to ensure that all children can be involved at their own level.

Nursery education

The quality of teaching and learning is good. Staff in the setting have a secure knowledge and understanding of the Foundation Stage and how children learn. Good organisation of the room into well-resourced zones enhances the children learning through a stimulating environment. This results in children being busily engaged in purposeful play throughout the day. Therefore they make good progress towards the early learning goals. Staff are effectively engaged with the children, supporting and extending their play by listening to their thoughts and ideas and extending these with questions and suggestions. Routine group activities, such as circle time, are kept short so that children who are not aural learners do not become easily disengaged. Although planning is being developed in line with the systems used for the younger children, the current system does not make the best use of observations carried out on children, consequently next steps are not always identified or supported in the planned activities.

Children are developing good social skills and frequently join up with one another to share play and ideas. They are considerate of one another's needs and agree rules together, for example, in working out whose turn it is next to use the computer. When one child wants to write their own name another child brings the basket of names and looks through the cards to find the right one. Children are familiar with seeing their own names and those of others because they use them often during the day. Therefore many children are beginning to make attempts to write their own names on pictures. They understand that writing has a purpose and that it represents, because equipment is labelled with both pictures and words. Because the mark-making area is well-resourced and attractively set out, children are encouraged to make frequent use of this area and therefore they develop good pencil control.

Children use mathematical language spontaneously during play which demonstrates their understanding of mathematical concepts and numbers. For example, one child uses positional language to explain that the letter another child looking for on the computer keyboard is in the middle at the bottom. They count accurately, using calculation skills to add or subtract one or two more and identify numerals as representing amounts. They make estimations of amount and learn about weight and volume through sand and water play and cooking activities.

Staff provide a range of meaningful activities which enable children to engage with the natural world. Currently children are learning about minibeasts and are caring for stick insects and crickets. They enthusiastically relate what the insects have been doing and call adults over to look when they see something exciting happening in the tank. Because staff allow them to have space and opportunity to develop their own ideas and investigate for themselves they are developing their natural curiosity. They show great interest in the world around them, trying to find out how everything works and asking questions to help them discover how things work and why. They are competent with technology because they have use of a computer in the room with a range of programmes that they can follow. However, because resources and activities that introduce children to a range of cultures are limited they do not develop good knowledge and understanding of the wider world.

Children in the setting develop good imaginations through a range of activities. They engage in role play, making up their own games and situations. For example, three children play together pretending that two of them are dogs, whilst the other child throws a pretend bone for them to fetch. A well-resourced and accessible art and craft area promotes children's interest in creating pictures and experimenting with materials as they draw, paint, cut and glue. During music and movement they use their bodies in a range of ways to represent animals and make their own suggestions of what they can be and how they can move.

Helping children make a positive contribution

The provision is good.

Children develop a sense of security and belonging because staff are proactive in gaining information about them that enables them to be treated as individuals. This is further supported through the good relationships which staff build with parents, encouraging an exchange of information that promotes consistency of care. Although the setting provides the children with some resources that positively reflect a range of people and cultures, these are not adequately backed up by sufficient activities and discussions. Therefore children's opportunities to learn about the wider world are limited.

Children's spiritual, moral, social and cultural development is fostered. The setting has a calm atmosphere and staff provide good role models, consequently the children's behaviour is good. They are caring of each other, showing support with a hug if another child is upset and asking them what is wrong. Because staff treat them with respect and show consideration they are considerate of one another, sharing toys and resources and chatting together during play.

Parents are made welcome in the setting. They are fully consulted about the care their children receive, with staff obtaining all relevant information before providing care for individual children and ensuring that the necessary parental permissions are kept on file. All written policies and procedures are available for parents to view at any time, including information on complaints.

The partnership with parents and carers of children in receipt of funding for early education is good. They are given good quality information about the educational programme which helps them to support their children's development at home. As well as verbal feedback daily they have access to their children's records and staff are available to discuss their child's progress and development with them. Planning is clearly displayed, therefore parents are well aware of the activities children are involved in.

Organisation

The organisation is good.

Children benefit from the good organisation of space and resources and the effective deployment of staff which ensures that they have good levels of supervision and attention. Time, space and resources are well organised to provide children with a stimulating and imaginative range of play and learning opportunities. Consequently children's care, learning and play are successfully supported.

The setting applies robust procedures for the recruitment and ongoing monitoring and support of staff which ensures that children are looked after by adults who are suitable to do so. For example, staff do not generally take up their post until all checks have been cleared. New staff are supported by a comprehensive induction to ensure that they have a full knowledge of the policies and procedures of the setting. All legally required documentation for the support of the children's care are in place and kept securely. Registration systems for children are accurately maintained and completed. However, staff are not as rigorous in filling in their own hours of attendance in the register, which potentially compromises children's well-being.

The leadership and management of nursery education is good. Children make good progress towards the early learning goals because the leadership and management of nursery education is effective and the setting demonstrates ongoing commitment to improvement. Self-evaluation and monitoring of the educational programme is carried out, resulting in action plans that are continuously updated and reviewed. The manager and her staff team make good use of advice and support available through the local authority to help them develop their educational programme. Staff training needs are identified through regular appraisals and acted upon to ensure that practice is in line with current thinking and legislation. Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 that children are fully protected when playing outside in the sun
- ensure that records of staff hours of attendance are rigorously maintained
- increase opportunities and resources for children to develop knowledge and understanding of a range of cultures (also applies to nursery education).

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):

- continue to develop planning systems to ensure that children's next steps are included in the planning of activities.

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