

Little Sunshines Day Care

Inspection report for early years provision

Unique reference number	EY361128
Inspection date	09/12/2008
Inspector	Angela Cole
Setting address	12 Hemming Way, Bishops Cleeve, CHELTENHAM, Gloucestershire, GL52 8DN
Telephone number	01242 696 698
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Sunshines Day Care is a private childcare setting and was registered in 2007. It operates from a three bedroom house in Bishops Cleeve, near Cheltenham, Gloucestershire. The setting is within walking distance of local shops, a library, a park, Grangefield School and Bishops Cleeve Primary School. The ground floor of the house with two playrooms is for children and an upstairs room is used for sleeping purposes. All children share access to an enclosed, outdoor play area where a rabbit is housed. The toilet facilities are on the ground floor. The setting caters for a maximum of 15 children at any one time and is open on weekdays from 08.00 to 18.00 all year round. The provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 29 children aged from eight months to under five years on roll, eight of whom receive funding for early education. Children come from within the town or from the surrounding areas. There are five members of staff permanently working with the children, including the joint owners. Of these, three hold appropriate early years qualifications and two are enrolling to gain early years professional status. Partnership arrangements are in place with nearby early years providers.

Overall effectiveness of the early years provision

The providers foster a family atmosphere in which staff recognise the uniqueness of all children so their needs are well met. Children are cared for by a small team of attentive adults who work well together. Children's welfare is effectively promoted in a secure environment where practical safety and protection of children are high priorities. Effective links with parents and carers are in place to help them to become involved in their children's care and education. Staff foster connections with other local providers. Strong consideration of planning for improvement, including processes of self-evaluation, is effective in enhancing outcomes for children and staff have developed facilities, including some outdoors. Babies and children make good progress in their learning and development and older ones are well motivated by the wide choice of resources available for them to prepare and engage in their own activities.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend children's access to outdoor play with use of varied resources to increase opportunities for their independent learning
- develop partnership working with other early years settings that children attend so that all adults who interact with the children regularly contribute to the assessment process
- update the safeguarding children policy in line with Local Safeguarding Children Board guidelines and procedures
- record any problems encountered during the regular evacuation drills and how these were resolved.

The leadership and management of the early years provision

The daycare is well organised through the management's clearly communicated aims and conscientious efforts to support children's care and learning. All required procedures and records are efficiently put into practice to support children's welfare and well-being, though some documents, including the child protection policy and the fire log, are not fully detailed. Children are effectively safeguarded as risk assessment is well used to minimise hazards indoors, outdoors and on outings. The adults' suitability is routinely checked and training programmes are carefully considered through regular appraisal. Staff make sure that babies and older children access safe, quality resources that are appropriate to their stage of development. Good use is made of available indoor areas. This means that children have open space to play cooperatively, alongside others or alone as they wish, and mobile ones can set out activities of their choice. The adults are clear about their roles so that children's welfare and learning are supported by those who know them and their families well.

The providers continually evaluate their provision with the support of the staff. They identify strengths and have begun to use the self-evaluation form to identify areas for improvement, including information sharing and a visual 'rocket system' to support behaviour management. Parents' and children's views are gathered through conversations and a questionnaire, which go towards making good links and ensuring that the provision is inclusive. Overall, the setting works effectively in partnership with other adults in contact with the children. Parents receive good quality information about the early years provision, for example, through visual and verbal explanations. They are well informed about their children's achievements and progress through regular conversation with key persons and two-way, detailed reports. They effectively share what they know about their children, particularly at the start, and are well encouraged to be involved in supporting the learning and development. Staff have begun to make links with other early years providers for children who attend different settings. Considerable thought and effort is put into working with other agencies that support individual children and their families.

The quality and standards of the early years provision

Children are effectively helped to learn and develop, as adults know how each child learns and are gaining a good knowledge of Early Years Foundation Stage. They settle through conversation about their families and objects from home, such as a snow dome, and are well motivated by staff's interest in what they do and say. Daily routines are clearly explained through words and pictures and older children gain confidence to decide upon and prepare their own materials. For example, a child announced that she wished to paint and, helped by a friend, she collected the materials she required, set out a painting area and became totally absorbed in her activity. Children engage in purposeful play as the learning environment helps them to progress towards the early learning goals. The balance of adult-suggested and child-led activities results in children being active learners. For example, babies

explore salt dough, and older ones compare the texture of the flour to the cooked material. Children enjoy their timetabled period outdoors when, depending on the weather, they can explore frozen raindrops, investigate recycling facilities, play with wheeled toys and use some resources that staff take outside, including chinks and books.

The quality of planning for individuals ensures that each child receives an enjoyable and challenging experience across the areas of learning. The information from observation and assessment is being increasingly used so that children achieve as much as they can in relation to their starting points and capabilities. This is because staff respond willingly to children's spontaneous interests. For example, a floating and sinking activity is set up to challenge a child who notices a ball floating in a puddle and, when boys wish to make the jam tarts they find in a recipe book, they are immediately supported to begin cooking. The close involvement of families and other agencies has a positive impact, as this supports progression and continuity in children's learning and development. As parents help children to set up a growing area for vegetables, this encourages conversation and learning about a healthy diet.

The economic well-being and welfare of the children is promoted effectively through the staff's good level of commitment and sound understanding of the requirements and guidance. From a young age, babies are included in communicating their feelings and interests. They experiment to solve problems, for example, with building blocks, and learn about everyday technology when operating battery toys and taking photographs. As children explore, they learn how to behave in ways that are safe for themselves and others. They go on road safety walks, know when it is safe to run and respond when asked to take care of others. Children learn to make decisions and begin to take responsibility for appropriate aspects of self care, including dressing and serving themselves at mealtimes. They effectively learn how to manage their own behaviour because of the staff's positive approach. They are polite and cooperative as they follow their agreed list of positive rules.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.