

Sunshine Pre-School and Day Care Limited

Inspection report for early years provision

Unique reference number	EY381838
Inspection date	27/03/2009
Inspector	Glenda Kathleen Field
Setting address	The Beccles Centre, Castle Hill, BECCLES, Suffolk, NR34 7BQ
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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).

Description of the setting

Sunshine Pre-School and Day Care Limited are a privately owned facility. They were registered in September 2008 and operate from a purpose-built building situated in a residential area of Beccles, Suffolk. The setting has the use of two main play areas with all other associated facilities. There is level access to the setting. The setting is registered on the Early Years Register and maximum of 30 children in the early years age group may attend the provision at any one time. There are currently 52 children within this age group on roll.

The setting operates each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Nine staff are employed, of whom eight have appropriate early years qualifications. The setting receives support from the local authority. They are members of the Pre-School Learning Alliance and have achieved the Suffolk Quality Assurance Scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thrive in the reassuring and nurturing environment created by the settings dedicated and caring manager and staff. Babies and children are fully included and make good progress because partnerships between the setting and parents are very strong. The setting's self-evaluation procedures ensure that all staff and carers have meaningful opportunities to review and contribute to the ongoing improvement of the provision. The setting's capacity to improve is strong. Future development plans include the provision of an outdoor grassed area especially for non-walking babies and a wildlife garden.

What steps need to be taken to improve provision further?

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

- develop further the use of adult-focussed activities to support and extend children's learning.

The leadership and management of the early years provision

Through their excellent working relationships the provider and staff create a most welcoming environment which is both reassuring and stimulating. All staff clearly understand their responsibilities. Their personal development and ability to confidently adapt to new ways of working are endorsed by regular attendance at training and good practice sessions. Staff competently ensure sessions run smoothly and that activities fully reflect children's needs and interests, resulting in a high level of child-initiated experiences.

The settings monitoring, review and evaluation systems significantly impact on the good quality of children's early years provision. The provider, staff and parents are all actively involved in the settings self-evaluation processes and changes are implemented to benefit children's care and learning. These include addressing requests from parents to be able to view and add to their children's achievement records at home and improved safety measures in the outdoor area.

A very strong partnership with parents and carers is established from the time families first contact the setting. They are very well informed about the provision as a result of well planned induction visits and a comprehensive welcoming prospectus. A wealth of information around the setting and worthwhile opportunities to take part in activities with their children helps parents to understand how the setting operates. Parents responses to questionnaires demonstrate their appreciation of the staff and the quality of their children's care and education.

Children's welfare is safeguarded and their individual needs effectively met because the setting seeks comprehensive information about them, including required consents from their parents and carers. This includes being informed about those children where there are specific requirements regarding legal contact or parental responsibility. Effective systems ensure the setting works cooperatively with parents and other agencies to support children with specific medical or care needs or those with learning difficulties and/or disabilities. Children who speak English as an additional language rapidly settle and confidently interact with others due to the setting's strategies which include displays in other languages.

Children's welfare, learning and development are fully supported by the settings clearly defined and regularly reviewed policies and procedures, which staff conscientiously follow. For example, children are protected from harm because robust recruitment, vetting and induction arrangements ensure staff are suitable, experienced and well qualified. Safeguarding procedures are thorough and clearly understood and implemented by staff. Children are kept safe. The premises are secure and free from hazards due to daily safety checks, robust risk assessments and consistent monitoring of the condition of toys and equipment. Children are involved in safety at the setting by them drawing pictures which are then labelled and displayed, for example, 'do not run'. Outings are well organised, safe and enjoyable. Children's health and hygiene are fostered extremely well in a relaxed homely atmosphere where staff are scrupulous about ensuring the risks of cross-infection are minimised and children's comfort is given priority. Child friendly prompts in the cloakroom area gently remind children of the importance of washing their hands and this is reinforced by staff through discussion.

The quality and standards of the early years provision

Babies and children's learning and development are successfully promoted. Each child is supported by their key person who confidently assesses their progress and identifies the next steps for his or her development. The staff working in each area of the setting also have a clear idea of key skills they are collectively focussing in

their room such as helping younger children to share and three and four-year-olds to develop sustained concentration. Parents contributions to their child's learning and development are an integral part of the setting's early years provision. Short-term planning is very much based on babies and children's current needs and interests, identified through staff's interactions and observations and from discussions with their parents. Children benefit from an interesting range of child-initiated play and learning opportunities, supplemented by adult-led activities. However, the infrequency of planned adult-led activities does not provide a suitable balance of adult and child-led activities to support and extend children's learning.

Children freely select their own resources from the child-accessible storage facilities within the room, thus supporting the development of their confidence and self-motivation. Staff are well deployed and support children's learning well. As a result children are keen to express their ideas through discussion, drawing, painting and early writing. Staff confidently read and share books with children consequently they independently access books for their own enjoyment. The designated writing area is well equipped with resources such as pencils, pens, paper, pads and envelopes which children also use during role play.

Children are provided with many opportunities to promote their problem solving, reasoning and numeracy skills through a wide range of activities such as construction toys, sorting resources and sand and water play. Older children are able to count above 10 and recognise wooden number shapes. Number is also reinforced by staff during song time, for example, the five monkeys and the crocodile when staff ask how many monkeys have gone and how many are left.

Children use different forms of everyday technology, for example, a computer, remote control and programmable toys, tills, telephones, keyboards and weighing scales. They plant and grow potatoes and herbs for later use within the setting. Children learn about their community from outings made to the local shop and post office and visitors to the setting such as the reception class teacher and librarian.

Children benefit from an excellent range of activities outdoors, for example, they enjoy the climbing cube and slide, the large sand pit which they are able to stand in to dig and rake the sand. Children paint the concrete with large paint brushes and water, use ride-on toys, build with large wooden blocks and create a balancing walkway with stepping stones.

Children's access to creative development is actively encouraged through a wide variety of art and craft activities where they explore colour and texture, for example, by mixing paints for themselves or choosing materials for a collage. Children use their imagination well in music, they recognise how sounds can be changed, sing simple songs from memory and match movements to music. Children also use their imagination during role play, for example, in the café and the three bears house.

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?	1
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?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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 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.