

# The Sunshine Centre

Inspection report for early years provision

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**Unique reference number** EY368685  
**Inspection date** 24/04/2009  
**Inspector** Sandra Daniels

**Setting address** The Sunshine Centre, Civic Square, TILBURY, Essex, RM18 8AD  
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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 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**

The Sunshine Centre was registered in 2008. It operates from purpose designed premises situated in Tilbury Town Centre, Essex. It is part of the Children, Education and Families service. The Centre provides a broad range of services for children from birth to approximately 19 years who have a diagnosed disability and reside in Thurrock. These services are based on need and may vary accordingly. Family support is also a major element of this provision. Currently, services for children in the Early Years Foundation Stage include a Friday morning developmental playgroup and a Saturday club offering respite care. A maximum of 20 children aged under eight years may attend the setting at any one time. Children and parents can attend the aforementioned sessions on a regular basis or on a drop in basis. The setting employs several members of staff who are trained and experienced in working with children with learning difficulties and/or disabilities. Some of the staff are currently working towards further qualifications in childcare. The Sunshine Centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. The staff at the Sunshine Centre clearly recognise the uniqueness of each child and their individual achievements are recognised and praised regardless of how small they may be. The emphasis is always on what each child can do. Practitioners have a very good knowledge of each child's background and needs. They share information with colleagues, parents, carers and interagency teams to ensure that each child receives the support he or she needs. Self-evaluation involves all staff and indicates a strong capacity to maintain continuous improvement and, therefore, improve outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- develop further the systems in place for using sensitive observational assessments to monitor children's achievements and progress within the Early Years Foundation Stage (EYFS) framework, and include parental contributions.

## **The leadership and management of the early years provision**

All records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage (EYFS) and to ensure that the needs of all children are met, are maintained to a high level. All practitioners are very well qualified and experienced in caring for children with disabilities and are embracing the EYFS framework wholeheartedly. Resources in the setting are stored in a

manner which makes them safely and readily accessible to children, so they are able to develop their independence as they make choices and decisions about their play. Children play in a very safe environment. They are extremely well supervised as there is a high staff ratio and all areas of the premises, both inside and outside, are subject to rigorous risk assessments. All staff are fully aware of their roles and responsibilities with regard to protecting children. There is a comprehensive safeguarding policy in place and practitioners all know the correct procedures to follow should they have any concerns.

The culture of reflective practice ensures that a rigorous and searching analysis of what the setting does well and what needs to improve takes place. As a result, actions taken to introduce improvements are well chosen and carefully planned, so that the impact is evident in the outcomes for children. For example, staff visit children in other settings they attend, sharing important information and ensuring continuity for each child's learning and development. Very strong partnerships are also established with parents and carers to ensure each child's needs are met consistently. There is a good two way flow of information, knowledge and expertise between all partners involved with a child. Parents and carers are very well informed about their child's achievements and progress at all times.

## **The quality and standards of the early years provision**

Children in the 'Shout' developmental playgroup sessions benefit from a broad range of activities, opportunities and experiences which cover the six areas of learning. There is a strong emphasis on building children's social, communication and sensory experiences in order to provide optimal opportunity for each child to reach his or her potential. There is positive family interaction as children's achievements and progress are shared with parents and carers during or after each session. This is particularly relevant for families caring for a child with disabilities. There is a good balance of adult-led and child-initiated activities which results in children being active learners wherever possible. Staff are particularly skilled at interpreting communications from children who may not have the ability to see, hear or speak. They are very receptive to children's responses to things and respond appropriately so that children enjoy their time in the setting and benefit greatly from it.

Information from observations and assessments is used to ensure that children achieve as much as they can in relation to their starting points and capabilities. Staff are developing their knowledge of the EYFS and are confident in helping and supporting children's learning both in and out of doors. Systems are currently being developed to use the observational assessments to monitor children's achievements and progress within the EYFS framework. In the garden, children smile and laugh as they see crepe paper ribbons flying in the wind. They look at the windmills going round and listen to the birds. Inside, children experiment with paint, using their fingers to make patterns on the table. They engage in role play scenarios; feeding the babies and pushing them in the buggies. Children look at familiar books and attempt to repeat the animal sounds made by a member of staff. In the sensory room, children show pleasure as they see the lights, mirrors and reflective paper. They listen to a member of staff singing to them.

Good quality care for children is seen in the commitment of the staff to implementing effective strategies to promote children's social, physical and economic well-being regardless of need or background. The safe and supportive environment allows children to move around freely. Their good health is promoted very well and necessary steps are taken to prevent the spread of infection. For example, children wash their hands before having their snack and procedures for changing children are robust.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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## **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