

Sunbeams Pre-School

Inspection report for early years provision

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Inspector Lynn Reeves

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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).

Description of the setting

Sunbeams Pre-school has been registered since the year 2000 and operates from an easily accessible multi used village hall in North Mundham, Chichester. There are two rooms, a kitchen area and toileting facilities in the building. A maximum of 29 children may attend the pre-school at any one time. The pre-school is open on Monday and Fridays from 09.00 to 12.00, on Tuesday and Thursday from 09.00 to 13.00, which includes a lunch club and on Wednesdays from 09.00 to 13.00 during the summer term to cater for older children starting school. All children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register to provide care for a maximum of 29 children in the early years age range. There are currently 42 children in the early years age range on roll. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are five staff who work with the children, all of whom hold relevant early years qualifications and experience. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The quality of the provision is good. The policies and procedures are implemented effectively to safeguard children. Children enjoy their time at the pre-school whilst taking part in a wide range of imaginative activities that provide many learning opportunities. The staff and committee of the pre-school ensure continuous improvement within all areas of the setting because self-evaluation of the setting is completed and used to identify areas for further development. All recommendations from the previous inspection have been fully implemented. Children enjoy a good level of support from enthusiastic staff and the environment is organised well. The setting is inclusive to most children and they are making good progress in their learning.

What steps need to be taken to improve provision further?

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

- promote children's good health by ensuring drinking water is made easily accessible at all times
- develop the learning environment, resources and teaching methods to enable children to develop and use their home language in their play and learning whilst providing meaningful context in which children have opportunities to develop English

The leadership and management of the early years provision

Children's care and learning is promoted because staff work well as a team. Children have easy access to play provisions as they are displayed at low level to encourage their independence. Children are valued for their efforts as their own creations are displayed on the walls and hung from the ceilings. Children are selected as daily monitors to help with preparing snacks, which promote their sense of belonging and encourage responsibility.

Children benefit from the strong links being developed with parents and local schools and the good lines of communication ensure information about their general well-being, how they are settling in and what they have been doing is shared extremely well. Parent questionnaires have been used to gain feedback, comments and suggestions. For example, a lunch time club has been set up and an extended session is offered during the summer term for those children who are leaving to start school. Communication is good and parents are able to speak to the children's key person at any time and during the planned progress meetings. Parents have access to their children's records and are able to make written contributions about their children's learning at the pre-school and at home. The pre-school welcomes all children, including those with additional needs. However, the learning environment, resources and teaching methods are not thorough to promote a fully inclusive environment for all. For example, to ensure children who speak English as an additional language having their needs fully met.

Arrangements for safeguarding children are robust and regularly reviewed. Secure systems are in place for identifying children at risk and liaising with parents and the appropriate agencies helping to protect the children who attend. Recruitment, vetting and induction procedures ensure adults working with children are suitable to do so. The staff self evaluate their own provision and practices, and have identified areas for improvement. Children's safety is assured through effective implementation of risk assessments and health, hygiene and safety policies. Annual appraisals and peer assessments are completed and staff are being actively encouraged to attend training courses and workshops to develop their personal skills and knowledge for the benefit of the children. The committee and staff are working well to encourage parents to become actively involved in their child's learning, for example, with the introduction of a book lending scheme, encouraging parent/helpers and to help with fund raising events. The good implementation of policies and procedures ensure successful outcomes for children are promoted.

The quality and standards of the early years provision

Children enjoy the time they spend at the setting and are happy and well engaged in activities. Children make choices about where they play, for example in the main play room, the messy room or outdoor free-flow area. Children use good language describing how the washing up liquid feels as they put their fingers in and describe how the mixture is changing as they mix it with water and whisks. They happily chat about the things they have seen at the seaside, for example, seaweed, jelly

fish and crabs that have pincers. Children count and name shapes with ease and have fun using tape measures to see how tall each other is. Children use tools, such as scissors, with skill, cutting straight lines and beginning to cut curves and shapes. Staff support the children well, talking about the different patterns the scissors make and what shapes they are cutting out. They have ample opportunity to practise their emergent writing skills in a variety of ways as they attempt to label their own work, use chalk boards and write notes during role play. Children enjoy listening to stories, often predicting what will happen next. Children show high levels of independence and their self-care skills are promoted well, as they put on their own aprons for art work and wash their hands at appropriate times. However, water is not easily accessible for children to pour their own drinks when they wish to do so.

Children benefit from the good interaction from the staff, as they use open ended questions to make children think. They allow time for the children to ask questions and give examples in simple language to assist children in their learning. Staff make detailed observations about what the children can do and use this evidence to plan for their next steps. Good use is made of the outdoor area and children recognise the importance of exercise and looking after their bodies. They enjoy walking along the planks and hopping and jumping from log to log. They develop use of their large muscles as they play on rockers, ride the sit on toys and play on the slide. Children demonstrate good spatial awareness as they push prams around indoors and search for their own space to lie down in so other children can draw around them on the large rolls on paper.

Children adopt healthy practices and gain a very good awareness of healthy eating through the implementation of the snack café. They are provided with a wide range of fresh fruits which are provided by the parents and given alternative snacks, such as crackers, bread sticks and sandwiches. Children are beginning to learn about the importance of healthy eating as they talk about the types of food that are good for them. They experiment in food tasting activities during planned activities and festivals, such as making gingerbread men, soups and stews, noodles and pasta. Children's behaviour is very good and they learn to play and work cooperatively with their peers. They know what is expected of them as they discuss safety issues through play. Regular implementation and evaluation of fire drills help to promote children's understanding of how to keep themselves safe. Children show responsibility helping to pack away and develop positive relationships within the group. Children communicate well with each other and adults, often asking adults to join in with their play, suggesting their favourite songs and stories. They learn about their local environment and the wider world through celebrating festivals and seeing a range of visitors to the group. Children enjoy talking about the natural materials on the interest table and squeal with delight as they search for mini bugs in the garden. Children are adept at using the computers and enjoy their role play using all types of technology, such as telescopes, binoculars and magnifying glasses.

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

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