

Sunshine Pre-School Group

Inspection report for early years provision

Unique reference number	109835
Inspection date	22/06/2009
Inspector	Dinah Round
Setting address	Marryat Road, New Milton, Hampshire, BH25 5NY
Telephone number	01425 610204
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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

Sunshine Pre-school Group is managed by a committee and opened in 1979. It operates from the hall in the Nedderman Centre in the town of New Milton, Hampshire and serves the local community. Children have access to a secure area at the front of the centre for outdoor play activities.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children at any one time. There are currently 34 children on roll, of these, 19 receive funding for nursery education. The group opens four days a week during school term times only. Sessions are from 09:30 until 12:30 on Tuesday, Wednesday and Friday. On Monday the pre-school operate from 09:15 until 14:45. Children attend for a variety of sessions. The setting supports children with learning difficulties or disabilities.

A team of six staff work directly with the children, of these five hold early years qualifications. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff provide a varied range of interesting activities and play experiences which support children's individual learning and development. Children's welfare is suitably supported, they benefit from accessing a welcoming environment which is reasonably well-planned. Staff link with parents on a regular basis to share information about the children's well-being. Systems to monitor the provision are not fully in place to successfully evaluate the quality of the provision to promote continuous improvement of care and learning for children.

What steps need to be taken to improve provision further?

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

- make sure clear information is obtained from parents about younger children's individual needs so they are fully supported, and review current systems to promote sun safety to ensure that children are fully protected at all times
- review group story time routines to ensure they are organised effectively to fully support all children, and review the organisation of resources and play opportunities to develop more child-initiated learning
- implement systems for self-evaluating and monitoring the provision to help identify weaknesses and make improvement for children's welfare and development
- continue to develop the partnerships with parents and other early years settings to promote consistency for children's care and learning.

The leadership and management of the early years provision

Policies and procedures are in place which include appropriate recruitment and vetting procedures to ensure staff's suitability to work with children is assessed. Documentation to support children's welfare is sufficiently well maintained and risk assessments are generally carried out to help identify and minimise the risks to children. Effective security measures followed by staff, such as closely monitoring children during arrival and collection times, ensures children are unable to leave the premises unsupervised. Staff have a satisfactory understanding of safeguarding issues and are aware of the procedures to follow in the event of concerns about a child. Staff have a positive attitude to the development of the group, but there is no effective system in place for monitoring and evaluating the quality of the provision to identify areas to improve the outcomes for children.

The environment is sufficiently well-organised so children can move around freely and enjoy both indoor and outdoor play experiences. All resources and play opportunities are set out by staff at the beginning of the session which means that children make their choices from adult-initiated activities. Children enjoy listening to the group story but separate activities organised for younger children at the same time are noisy and distracting. The staff work together well as a team regularly communicating to ensure children are suitably supported and the session runs smoothly.

Parents are provided with useful information about the setting which is updated through regular newsletters, notices and ongoing discussions. Information about children's individual progress is shared with parents by their child's key person both informally and through parent consultations. Staff have established appropriate working relationships with parents, although, younger children's toileting needs are not always clearly discussed, which impacts on how effectively their individual needs are followed. Some informal links are currently being developed with other early years providers which will contribute towards promoting some continuity for children's learning and care.

The quality and standards of the early years provision

Children are happy and settled, they relate well to familiar adults who provide reassurance to make sure they feel secure. They quickly get involved in an activity when they arrive and benefit from being able to make choices between indoors or outdoor play opportunities. Staff plan interesting topics, such as 'Recycling' and the 'Seaside', incorporating a broad range of activities to support all areas of learning. For example, children have fun as they practise songs for the end of term show joining in the actions rhymes of 'wriggle wriggle' for the octopus and the 'snap snap' for the shark. Staff know their key children's level of development and use observations and assessments to help them monitor children progress and identify the next steps in their learning.

Many children concentrate for a considerable time on an favourite activity, such as when creating a model from the Lego or sharing a book with a friend. They

communicate well with others and are confident to stand up and talk about items they have brought in for 'show and tell'. Staff get involved in children's play and use effective questioning to develop their language and thinking skills. Children are developing a good awareness of number, counting and problem solving as this is regularly incorporated with their play activities. Children have fun exploring the water play, they experiment with different items to test which will sink and float. Children are generally well behaved and happy to share with others, the regular praise and encouragement from staff helps to build their confidence and self-esteem.

Children's welfare is generally effectively promoted. They learn to keep themselves safe through receiving gentle reminders from staff during their play and taking part in regular fire evacuation practices. Children learn about the importance of keeping healthy as they wash their hands before eating and staff talk to them about not eating food that has fallen on the floor. Children are reminded to wear their sun hats when playing outside. However, there is a lack of shade in the outdoor play area and current systems in place are not sufficient to ensure children attending the setting all day are fully protected from the sun.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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