

# Sunshine Corner Under 5's

Inspection report for early years provision

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**Unique reference number**

101666

**Inspection date**

07/05/2009

**Inspector**

Eira Gill

**Setting address**

Tuffley Primary School, Evenlode Road, Tuffley, Gloucester,  
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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 Corner Under 5's Playgroup is run by a voluntary management committee. It is based in accommodation within the Tuffley Primary School building. The setting has close links with the school. The setting is open Monday to Friday, term time only, offering care from 09.00 to 15.00 on Mondays, Tuesdays and Wednesdays and to 11.30 on Thursdays and 12.30 on Fridays. Sometimes, for four weeks in the summer holidays, the group offers sessions from 10.00 to 14.00. There is full disabled access.

The group is on the Early Years Register and caters for children aged two to eight years.

A total of 24 children may attend the setting at any one time. There are currently 24 children on roll, of which six are three years old and 18 are four years old. All are funded. The setting supports children with learning difficulties and/or disabilities.

The accommodation consists of a main play room with adjoining toilet facilities and a large enclosed outside play area with grassed and paved areas. The group uses rooms within the school that include the hall, a family room and the library.

There are six members of staff including the manager and a finance assistant. Except for the finance assistant, all staff have appropriate NVQ qualifications and most staff are involved in either further training for the Early Years Foundation Stage or upgrading their qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of provision is good. Partnerships with parents and the host school are effective. A very inclusive and welcoming service is provided for all children and their parents. Good planning ensures that children enjoy a very wide range of exciting and interesting activities and make good progress. The manager has made a good start formally evaluating the setting. The routines in place that are followed rigorously by all staff to safeguard and promote the welfare of the children are outstanding. The capacity of the setting to improve further is good.

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

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

- liaise with other providers delivering the Early Years Foundation Stage to ensure that planned activities complement those offered in other settings
- ensure that the efficient systems set in place to assess children's progress clearly identify those very small steps they need to take to move forward in their learning

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

A strong and energetic team spirit is very evident with individual staff members supporting each other when necessary. Staff give up their own time to meet together, assess children's responses to activities and plan for the following week. A good start has been made on completion of the self-evaluation form and the impact of what has put into place has been identified in a few sections. As a result, assessment of learning has improved. For example, the links between different areas of learning and children's progress is now more clearly identified.

The setting enjoys good links with parents and relationships are very positive. They say, for example, 'My little girl has got on brilliantly with her speech...the setting arranged for the speech therapist to come here which was much easier for me.' 'I can always talk to the staff about anything'....'She's got on in leaps and bounds'.... 'Staff are so approachable.'

Staff and parents enjoy good relationships. New parents and their children are given every attention to ensure a relaxed start to their experience in the setting. Parents can stay as long as they wish.

Links with the school are good. Children join the reception class for occasional playtimes and assemblies. They have their lunch in the school hall to prepare them for transition. Meetings take place between the school staff and the setting's staff during the summer term to ensure a smooth handover. However, so far, discussions have not covered how to ensure a similar approach to the introduction of letters and sounds to these very young children. Although the manager and staff do meet leaders of other settings the children attend, little discussion takes place about whether the activities planned are complementary.

Procedures for safeguarding children are excellent and staff demonstrate a very high level of commitment to promoting safety. Staff are vetted thoroughly. Areas in use as well as the furniture and resources are very safe and suitable and double checked daily. All doors and gates are kept securely locked. Steps taken to promote children's health and well-being particularly in the use of the outdoor learning environment are exemplary.

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

A sensible balance of adult-led activities and those chosen by the children ensures they make good progress in their personal confidence, social and physical development. Children in all groups are treated equally and given the same opportunities. All staff work together very effectively to promote the welfare of the children. Children take great enjoyment from exploring all areas of the setting and their behaviour is exemplary. The good progress made and children's choices are noted by their key workers and considered when planning the next phase of learning. Staff complete thorough assessments of the children's progress and identify what needs to be learnt next. However, planning is not always specific enough to focus on those very small steps in learning that very young children make on a day-to-day basis.

Children learn to recognise their names when they arrive at school and drop their name card in a pretend letter box. They join in energetically with the repetitive words of the story, *We're Going On A Bear Hunt*. Children know the story and join in when encouraged to do so. They have a lot of fun and become very excited about using the correct words. They are encouraged to count at different times, for example, how many children in the circle this morning. When asked to count the seven adults, one of the girls said, 'All of this hand and two fingers on the other'. These growing skills are contributing well to their future economic well-being.

Good improvement from the previous inspection shows in the free flow of activities from inside to outside learning environment. The different needs and safety of individual children are given very thoughtful and careful consideration and they are guided, if necessary, into choosing from the wide variety of activities on offer. However, most children are well motivated and choose for themselves. The plentiful resources include those showing cultural diversity such as dolls and books.

The setting is very well equipped with wet weather gear for the children to wear. Wheeled vehicles are in constant use and children can watch birds taking food from feeders. Children's vocabulary and knowledge are developing well in this rich environment and they are guided most effectively into using equipment safely. One child using the dark room told the manager, 'This torch needs new batteries.' Children use the snack bar with great confidence and make their own choice of a wide variety of fruit and other healthy options. Assistants ensure children develop their independence by deciding when they want their snacks and drinks. Water is available at all times. Children enthusiastically help to tidy up different areas each day and make a very positive contribution to the setting.

## 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?	1

### 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>	1
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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