

# Sunbeams Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	303226
<b>Inspection date</b>	18/11/2009
<b>Inspector</b>	Lynn Rodgers

<b>Setting address</b>	Full Life Church, Rolleston House, High Street, Rotherham, South Yorkshire, S66 8LF
<b>Telephone number</b>	01709 818213
<b>Email</b>	info@full-life.org.uk
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Sunbeams Pre-School, opened in 1996. It operates from six rooms within the Full Life Christian Church building. The building is located on the main road, through Maltby, Rotherham. The group serves the local community. They are currently registered to care for 26 children, of which three year olds and four year olds are in receipt of nursery education funding. There are 21 children on roll. The group offers sessional day care. Children attend for a variety of sessions. The setting supports children with special educational needs and children who speak English as an additional language. The group opens five days a week during school term time. Sessions are from 9.00 am to 11.30 am and 12.15 pm to 2.45 pm.

Rooms used for the children consist of; six individual play areas, kitchen facilities and an office. Nine full and part time staff work directly with the children. All have early years experience and relevant childcare qualifications. Some staff are currently on training programmes. The setting is supported by the local authority.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting demonstrates a very good understanding of their strengths and areas for development, which effectively contributes to the ongoing improvement of the service. Staff effectively meet the needs of all the children, recognising the uniqueness of each child. Children are fully supported and they are making good progress in their learning and development. The planning for improvement is ongoing and there are systems in place for self-evaluation and reflecting on practice. All the recommendations raised at the last inspection have been successfully addressed and staff continue to look for ways to enhance the provision.

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

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

- continue to extend children's opportunities to further develop their growing independence particularly at snack times.

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

The children are safeguarded and protected by dedicated staff who prioritise children's well-being. There are clear policies, strategies and procedures to ensure the safeguarding and welfare of children meets all required duties. Staff take

reasonable steps to ensure the children are safe indoors and on outings and all safety requirements are in place. Effective risk assessments are conducted and appropriate action is taken to illuminate risks. All pertinent records are fully maintained for the safe and efficient management of the provision, and to meet all children's individual needs. Children are taught to be safety conscious without being fearful and show a strong understanding of how to keep themselves safe.

Partnerships are established and make strong contributions children's achievements and their well-being. Shared communication between providers and partners, ensures children are supported and well cared for. The setting has a very positive relationship with parents and other carers. They regularly ask parents for suggestions, provide questionnaires and welcome any input they wish to pass on. Children have excellent opportunities to share their very frank views about the setting and are regularly involved in some of the decision making. The settings systems for keeping parents informed is up-to-date, accurate and timely. Children are making good progress in their overall development and there are effective measures to promote their good health and personal hygiene skills. Self-evaluation is being developed as well as other methods for reflecting on practice. It provides an accurate diagnosis of their strengths and areas for improvement and any actions taken are carefully planned, so that this has the most impact in the areas it is needed.

The leaders and management are confident about what the setting needs to improve on and have been successful in making substantial improvements since the last inspection. The wide range of resources are effectively used, very well presented, and placed at low level to allow easy accessibility for the children. Equality and diversity is managed and fully promoted, with appropriate policies, including behaviour management. Children feel they belong and take ownership of their space, access things, make choices, and feel happy and secure. Staff make the most of diversity to help the children understand the society they live in, and challenge negative behaviour positively. Staff identify individual children's need for support, as early as possible to ensure the child receives the help and support they need. Staff are proactive in their personal development and training opportunities are available at all times. Regular appraisals identify staff's needs and additional support if needed. The staff engage with the children appropriately, and have a common sense approach to handling their behaviour in a very positive way. Interaction with parents is on-going and they are encouraged to be part of their children's education.

## **The quality and standards of the early years provision and outcomes for children**

Most children make good progress towards the early learning goals in most areas of learning. They also make progression in developing the personal qualities that enable them to take responsibility for small tasks and developing skills for the future. They have built very good relationships with the adults who care for them, play well alone, or in small groups. Children are interested, motivated and stimulated by a wide range of activities and make some choices about what they do. Most children show respect and take responsibility for their own behaviour and

are beginning to recognise how their actions effect others. They show they that they feel safe and are able to share any concerns with their key worker. There are effective routines to help children become confident and show a sense of belonging. The children show an awareness about what constitutes a healthy lifestyle, as they adopt good personal hygiene skills and understand the importance of fresh air and exercise. They engage in a broad range of physical activities, both indoors and outside and show an awareness of how their bodies work. Children are able to take initiative in their play, work well with their peers and are valued and respected.

There is effective planning, that is clearly linked to the six areas of learning, and children's next steps are fully documented in their development records by their key workers. Staff record and build on the children's starting points, and make suitable observations and assessments. Children's progression is fully monitored, and any learning issues are discussed during team meetings. The children show developing skills in problem solving and numeracy, through everyday activities and access suitable resources and equipment to help them learn basic math skills. Their creativity positively fostered as they, mark make, paint, draw and use their imaginations in role play and the home corner. Stories, and looking at books are part of their curriculum and children have opportunity to read to each other and relate their own experiences. They have a good understanding of the wider world and most children are beginning to be equipped with the skills they need to secure future learning.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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