

# Sunshine Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY337415
<b>Inspection date</b>	05/11/2009
<b>Inspector</b>	Gill Bosschaert

<b>Setting address</b>	St. Marys Infant & Junior School, Dellsome Lane, North Mymms, HATFIELD, Hertfordshire, AL9 7NF
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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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).

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## Description of the setting

Sunshine Pre-school is privately owned. It opened in its present purpose-built building in 2006 on part of St Mary's Church of England Primary School site in North Mymms near Hatfield in Hertfordshire. All children have access to a secure enclosed outdoor play area. The pre-school is open each weekday in term-time only. It operates flexible hours and is open from 8.30am to 3pm on Monday and Tuesday and 9am to 3pm Wednesday to Friday. This can be all-day care for children whose parents wish this or it can be divided into two sessions morning and afternoon. There is a lunch club from 12 noon to 1pm. The afternoon session is from 12noon to 3pm. The club also offers additional care for children who are only part-time in the Early Years Foundation Stage in the adjoining school during the autumn term

A maximum of 26 children may attend the pre-school at any one time. There are currently 27 children from two to four years of age on roll. Of these, 13 children receive funding for early education.

The pre-school is able to support a small number of children with special educational needs and/or disabilities and also children who speak English as an additional language. The pre-school employs eight staff. Five of the staff, including the manager, hold appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance. The provision is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and their manager are well trained to meet the needs and welfare of the children in their care. Staff are aware of the strengths and weaknesses of the provision and procedures to check the effectiveness of the pre-school are in place. There is good capacity to maintain continuous improvement. Children enjoy a warm, stimulating environment where staff know them well which enables good progress to be made given their age, ability and starting points. Relationships are secure between staff, parents and children and, when necessary, outside agencies to ensure individual needs are met.

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

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

- ensure a single central record is kept of all records of staff
- ensure more opportunities are planned to allow children to develop their independence and self-help skills in the indoor classroom area
- ensure all policies are reviewed and dated regularly and that the child protection policy is reviewed annually.

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

The manager is very competent and effective in her role, which is reflected in the professionalism and enthusiasm of the staff. Safeguarding procedures are thorough although at present documentation ensuring the safe recruitment of staff is not confined to a single central record but in staff files. A good range of policies are made available to parents, however, many of the policies require a review date including the child protection policy which must be updated annually. Records of fire evacuation procedures are carefully kept and a regular visit from a fire officer ensures children know how to keep themselves safe in the event of fire. The self-evaluation form has been completed but is not yet online. This shows an accurate picture of the pre-school and where it is felt improvement is necessary. Training logs are carefully kept and an annual appraisal takes place. The recommendations from the last inspection have been fully implemented. The pre-school is constantly re-evaluating its practices to guarantee the best practice it possibly can for the children in its care. Links with local organisations including the local nursing officer, health visitors, speech therapists, the local authority special educational needs officer, as well as the Early Years Foundation Stage teacher at the adjoining school, are strong. All staff files contain a training programme to build on their knowledge and understanding of the development of Early Years Foundation Stage children. Three members of staff have completed specific paediatric first aid training and all staff have completed safeguarding training. One member of staff is a trained inclusion coordinator ensuring staff knowledge, interest and enthusiasm in meeting the needs and maintaining appropriate provision for children with special educational needs and/or disabilities and for whom English is an additional language

Home visits take place prior to the child's attendance at the pre-school group; this ensures each child is made to feel individual and important with a special person to look after his or her needs. This also ensures a calm uneventful transition from home to pre-school as key workers are already familiar to both parent and child and trust is built. Key workers know their children well and assessment folders are currently being reviewed to incorporate more specific evidence of progress. Children's attendance is monitored carefully and parents are encouraged to assist their child in self-registering on arrival. All staff are available at this time to warmly greet parents and children. Opportunities are given for parental discussion at any time as well as specially arranged appointments. Parents are also kept informed by newsletter, telephone and the website. Regular meetings take place to ensure parents are aware of what the provision is doing to meet the developmental needs and progress of their children. Reports are sent out at the end of the year and parental comments sought. This is popular, as the vast majority are returned with positive comments. Copies of these reports are forwarded to the Early Years Foundation Stage teacher. After transfer to school, many children return to the lunch club and/or the afternoon session during the autumn term when schooling is part-time, showing a strong link between the school and the pre-school.

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

The pre-school is very well resourced both inside and in the specially developed safe outside area. Activities are focused and easily accessible to children. Greater independence could be gained. Some of the indoor activities should be more child-initiated where children choose for themselves what they wish to play with as well as what has been left out for them. Children play happily together and with adults who grasp every opportunity to provide additional learning. Children are well behaved and encouraged to express their feelings clearly. They care for each other when sharing equipment and when running around, especially if one of them is sad over a lost or broken toy or excited over a birthday. A selection of good-quality picture, fiction and non-fiction books is easily accessible to the children. Children are encouraged to choose books freely as well as share them with an adult. Small world and role-play activities provide inviting opportunities for the children to engage in dialogue with their peers. Music and movement to well-known nursery rhymes and songs ensure children take some additional exercise during the session while also encouraging their development and understanding of the English language. All adults provide good models of spoken English as well as modelling good listening skills, encouraging children to listen to each other. Children are also encouraged to adopt healthy lifestyles. Healthy snacks are offered and children freely go to the snack area to help themselves to fruit, water or milk throughout the session. However, there are missed opportunities to further develop independence, as children do not clear away their own utensils or wash them. At lunchtime, packed lunches are monitored carefully and the contents discussed individually with each child, reminding them of healthy eating. Strategically placed posters remind children to wash their hands before eating and after visiting the toilet.

A good variety of paints, pens and pencils provide children with opportunities to mark-make both inside and outside. Adults regularly monitor the progress of individual children so that planning takes account of their interests and needs. A strength of the pre-school is its specially designed outside area where children are encouraged to exercise, take risks and problem solve while using their large motor skills on a variety of cars, climbing apparatus or a magnificent horse swing made of tyres. Crates, large blocks and wheels left around the fencing provide challenging opportunities for the children to explore creative ideas and problem solve. So too, does the 'construction site' where buckets of sand and drain pipes provide great fun while reinforcing how to keep safe with special jackets and helmets. The tap and hose provide not only opportunities to look after the newly planted pansies, but also to experiment with the path of running water in the drain-pipes, buckets and watering cans. Piles of dried leaves collected in wheelbarrows provide good problem solving opportunities. Children discuss how high they can build their pile of leaves before it over balances from their wheelbarrows, or, they simply enjoy the fun of running and jumping through the leaves. Children make good progress in this warm, secure setting which enables them to develop the necessary skills to readily embark on the next stage of their education.

## 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	2

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

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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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