

# Sunshine Pre-school Puriton

Inspection report for early years provision

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<b>Setting address</b>	Village Hall, Puriton, Bridgwater, Somerset, TA7 8BP
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<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*.

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## **Description of the setting**

Sunshine Pre-school Puriton is run by a parents' committee. It opened in 1992 and operates from the village hall. Children have access to a secure, enclosed, outdoor play area. It is situated in the rural village of Puriton on the outskirts of Bridgwater. The pre-school is open each weekday from 9.30am to 12 noon. A lunch club runs from 12 noon to 1pm Monday, Tuesday and Friday, and from 12 noon to 12.45pm on Wednesday and Thursday.

The pre-school is registered on the Early Years Register. A maximum of 20 children may attend the group at any one time. There are currently 25 children aged from two to under five years on roll, some in part-time places.

There are five members of staff, of whom three hold a level 3 early years qualification. Two staff are working towards a level 3 qualification. The setting provides funded early education for three and four-year-olds.

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

Overall the quality of the provision is good.

The enthusiastic staff team have a good awareness of the Early Years Foundation Stage (EYFS) and each child's individual needs, which ensures they successfully promote children's welfare and learning. Good procedures are effectively implemented to keep children safe and secure. The strong partnership with parents and others ensures that no child is disadvantaged. This means that children progress well, given their age, ability and starting points. The manager and staff team regularly evaluate their practice to make sure that priorities for development are identified and acted on, to ensure good outcomes for children.

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

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

- consider reviewing the organisation of the day to enable children to share responsibility for decisions about routines
- review the policies to reflect the Early Years Foundation Stage framework and all regulatory documentation, with particular regard to the child protection policy and complaints policy

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

Children are safeguarded through the good deployment of staff, effective supervision and appropriate procedures. Designated staff have a good awareness of child protection issues and necessary documentation is in place to provide further guidance. However, the policy refers to some guidance which has since

been updated. Good risk assessments are carried out in all areas used by the children and for each type of outing. All the required documentation to safeguard children is in place and robust recruitment procedures help to ensure that only suitable personnel are employed. Good ratios are maintained and accurate records are kept of children's attendance.

The enthusiastic staff work well as a team and are supported by a shared commitment from the committee. The manager works directly with the children and staff, and steers the work of the setting. She meets every fortnight with staff to discuss any issues and annual appraisals are carried out by the committee to monitor staff development. Regular self-evaluation is very effectively used to continually look for ways to improve their provision. For example, staff now have non-contact time to complete children's assessments and a resources display book has been implemented to enable children to make greater choices. Plans are in place to start a library for parents to share books with their children and children will have imminent opportunities to attend Forest School. All recommendations from the previous inspection, environmental health and the local authority Early Years Adviser have been met, demonstrating a good commitment to continuous improvements.

Good partnerships with parents enable staff to get to know the children well, which means they can meet their individual needs and plan for their continued development. Good written and verbal information is exchanged with parents to ensure consistency of care and awareness of procedures. However, the complaints policy has outdated contact details for Ofsted and some policies refer to the National Standards, which are no longer regulation. Parents have regular opportunities to meet their child's key person and discuss their development through parents' evenings, open days and informal discussions. Staff have implemented a diary to communicate with other providers delivering the EYFS. The setting promotes equality of opportunity for staff, parents and children. Some sign language and visual aids are used to support children of all abilities and promote their awareness of different forms of communication.

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

Staff develop positive relationships with the children and through facial expressions affirm their interest in them. Consequently, children are settled, happy and valued. Staff provide good role models for children and quickly respond to any minor arguments. Staff have a very good awareness of using children's interests to promote their knowledge and skills, and through close observation and information from parents are able to effectively plan for each child's continuous development. As a result, children are confident and motivated to learn. Staff extend children's thinking through asking relevant questions, for example which tool they need for cutting material. Children move freely around the premises, selecting from the wide range of appropriate resources and activities, both inside and out. However, the organisation of the routine means children have less opportunities for independent decisions from snack time onwards.

Children are confident communicators; they initiate conversations and verbalise their actions. They bring in items from home which start with the phonic of the week and sound the letters in their name. Children request rhyming stories and staff promote the use of books in activities. For example, cookery books and recipes are used with children making fresh fruit salad. Children generally share, take turns and work together well. For example, several children build a wall together and others play a board game. One child makes several flying saucers out of paper plates to give to all their friends. Children independently use the computer to operate a programme, demonstrating how they use the mouse to paint a picture. Children develop good imagination and creativity through access to resources. They use small world toys and role-play to take on different roles, they select from a range of art and craft materials to create their own designs and they use playdough in a range of ways. For example, one child makes cakes and pretends to cook them, while another rolls the dough out to make patterns in it.

Children develop a good awareness of how to stay safe and healthy through their play and daily routines. For example, children using the building equipment wear fluorescent jackets, hard hats and ear muffs. They know that scissors can be sharp and must be used safely at the table, and they regularly practise the emergency evacuation procedures. They use a range of tools while making fruit salad, for example, knives and a lemon squeezer. Children wash their hands prior to eating or cooking, using soap and their own towels to prevent cross contamination. At snack time they talk about making healthy choices and know that exercise helps to keep them fit. Children have daily opportunities to be outside or use physical equipment indoors. For example, they build and use an obstacle course, engage in music and movement, and work together to manoeuvre a large parachute.

## 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

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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