

# Sunbeams Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	119757
<b>Inspection date</b>	27/01/2010
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<b>Setting address</b>	St. Mary's Church Hall, High Street, Carisbrooke, Isle of Wight, PO30 5NT
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<b>Email</b>	
<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).

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.

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## Description of the setting

Sunbeams pre-school has been registered at these premises since 1999. It is a privately owned pre-school and operates from a church hall in the village of Carisbrooke, near to the main town of Newport on the Isle of Wight. There is an outdoor play area which is made secure when in use.

The pre-school is registered to care for a maximum of 20 children from the age of two years at any one time. Currently there are 31 children aged from two years to under five years on roll. Care is also able to be provided for children aged over five years. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The proprietor of the pre-school is the manager, and, she works in the setting alongside 11 staff. Most staff hold a relevant National Vocational Qualification (NVQ) to level 2 or 3. One member of staff holds an NVQ level 4 and the manager has achieved Early Years Professional Status which is equivalent to NVQ level 6. One member of staff is currently training to be an NVQ assessor.

The pre-school operates five days per week during school term time only. Opening hours are Monday 9am to 12am and Tuesday to Friday 9am to 2.30pm. Children's hours of attendance are able to be flexible within these times.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development. The pre-school provides a suitable range of activities and play experiences to ensure children enjoy their time. Through monitoring and evaluation of the provision the manager and staff are aware there are weaknesses in how they record and plan for children's future learning. They are currently looking at ways to address this to ensure all children are supported to reach their full potential. Staff promote children's safety well and most documentation is in place to ensure this. Overall the pre-school provides an inclusive environment. Staff respect children's backgrounds and the partnership established with parents ensures all children's individual care needs are able to be continuously supported and met. Recent improvements made to the premises with regards to the toilet facilities and fire doors have had a beneficial impact on the pre-school being able to offer a provision that is fully accessible to all children.

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

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

- develop staff's knowledge of the potential learning that can be gained from activities so they are able to fully support children to gain the most learning

from them

- ensure records of children's progress are updated with the observations that have been made so it is clear to see the actual stage of development they are at
- ensure activities planned for individual children support them to make progress in their next steps of learning by taking into account what they already know or can do
- provide parents with information of the Early Years Foundation Stage so they are able to be meaningfully involved in their child's learning and progress
- update the record of risk assessment to include any assessments of risks for outings and trips.

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

Safeguarding procedures are secure. All staff are clear about their duty to safeguard children's welfare and aware of the procedures to follow should they have concerns. Recruitment procedures are robust and all staff have been appropriately vetted to ensure their suitability. Staff are appropriately deployed and high ratios maintained. Risk assessments are effective in identifying potential hazards and ensure children are cared for in a safe environment. Staff are aware of risks children may be exposed to while they are away from the premises, however, they do not maintain records of these. The premises are kept secure; staff monitor people accessing the building and a record of all visitors is maintained.

The pre-school is run in a church hall and staff make every effort to ensure the premises are welcoming to all children and their parents. The main hall and kitchen area are appropriately resourced each day and set out ready for children when they arrive each session. Children are able to move between the two areas throughout the day so that they access a variety of play experiences which support their learning in all areas. Staff make every effort to ensure children get out in the outdoor environment on a daily basis irrespective of weather conditions. The hard surfaced outdoor area is used as an extension to indoors and children enjoy regular walks around the local community. Children's individual needs and wishes are respected; they are allowed to eat when they wish, and, able to make choices about where they would like to play. Children with English as an additional language are supported and parents help to translate key words.

The pre-school operate an open door policy whereby parents are welcome to stay with their children if they so wish and they are able to speak to staff at any time. Daily communication the staff have with parents keeps them informed about their child's day and provides them with some knowledge of how their children are progressing. Information on notice boards helps to keep them up to date with aspects of the provision. Parents express they are very happy with the pre-school and feel they have a good relationship with staff. They state that they chose this type of provision because they like the way their children are allowed to be children, and, that their learning is developed solely through play.

The manager is highly committed to working in partnership with others involved with the children in her care. She is currently making contact with other EYFS providers children attend and liaising with external agencies to ensure all children's learning is being continuously supported and they get the support they need. The transition for children moving into full time education is smooth; the manager visits the various schools children will be attending and provides the reception class teacher with a profile of each child. This ensures the individual needs of children are known and their care and learning can be continuously progressed. In the term prior to school entry the manager has a discussion with parents about the school/s they may like their children to attend. She provides them with a list of each schools open day and if they lack confidence in attending the school alone then she offers to go with them.

Children are cared for by suitably qualified staff who work well together as a team. All staff are trained in first aid which ensures minor injuries of children are able to be dealt with. All required documentation is in place; however, some have not yet been updated to reflect changes. For example, some still refers to the National Standards. Changes the pre-school have implemented in relation to the documents used to record children's progress and plan for their future learning are in their infancy and at this time staff are not confident in their use. The manager is aware of this and is currently mentoring staff.

Recommendations raised at the last inspection with regard to improving hygiene practice and checking the ongoing suitability of staff have successfully been addressed and have improved the outcomes for children with regards to their health and safety. However, areas identified for improvement in relation to showing the intended learning children are expected to gain from activities and for providing parents with information of the early learning goals have not been effectively addressed. As a result, it is not clear to see how some of the activities children are provided with support them to make progress in their next steps of learning, and, parents are still not able to be meaningfully involved in their children's learning.

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

Children are happy and contented; they enjoy their time at the setting and have established very good relationships with staff. Staff sit with the children, interacting with them and joining in with their play ideas. They ask questions to challenge children's thinking such as 'How many green bottles are left if we take one away' as the children sing the song ten green bottles, and ask 'Does it float or sink?' as children play with boats and pebbles in the water tray. However, at times staff do not always recognise the potential learning that can be gained from activities and tend to focus on the learning they want the children to gain. As a result children are not always fully supported to gain the most learning from the activities they engage in.

Staff make observations of children while they play. However, because at this time these are not regularly transferred to children's progress records it is not clear to

see what children know and can do across the areas of learning. Furthermore, when staff plan activities for children they tend to provide what they feel the children would like to do. Consequently at times this means children are not being appropriately challenged or supported to make progress in their next steps of learning.

Children enjoy listening to stories read by staff and they have satisfactory opportunities to mark make indoors and outdoors. Children are confident in asking staff for support particularly when they are attempting to get dressed for outdoor play.

Children are encouraged to follow a healthy lifestyle and have good opportunities to learn about the natural environment and the history of their locality; they go for walks to the duck pond, stream, castle and church. While out walking they learn how to cross roads safely and gain knowledge of plants they must not touch.

Children are encouraged to appreciate differences and similarities in people through a suitable range of activities and resources and posters that reflect diversity.

Children do not go hungry; they relax and enjoy the opportunity they have to sit and eat the food they bring in from home at a time of their choosing. They collect their lunch bag, sit at a table and talk to either a member of staff or one of their friends. Sometimes they listen to a story being read. Healthy and nutritious snacks which cater for all children's individual dietary needs are offered to children throughout the session and they help in the preparation of these. They set the table with cups and plates after counting how many are required and use knives to cut the fruit or to place spread on crackers. Children also pour their own drinks from jugs. Children are encouraged to follow good hygiene practice; they wash their hands at appropriate times using liquid soap and dry them on paper towels which reduces the risk of cross contamination.

Overall children behave well; they are encouraged to be polite and most of the time they show respect for resources and the environment.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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