

Sunshine Under Fives Centre

Inspection report for early years provision

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Type of setting 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 Under Fives Centre opened in 1986, and operates from two main rooms in an accessible single story building located on the Dale Army Camp in Moston, Chester. It is run as a registered charity and managed by a committee of army personnel, staff and civilians. The setting is open each weekday during term time only, from 9.30am until 12.30pm. Children share access to a secure enclosed outdoor play area.

A maximum of 54 children in the Early Years Foundation Stage (EYFS) may attend the setting at any one time. There are currently 29 children aged from one to four years old on roll. The setting provides funded early education for three and four year olds. Children attend from military families based at the Dale Camp and from the local community. The centre supports children with special educational needs and disabilities, and children who speak English as an additional language.

There are nine members of staff employed. Of these, seven hold appropriate early years qualifications and two are working towards a qualification. The setting is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Management has implemented strategies to help the setting's capacity to improve, and key areas for development have been identified and progressed. Most children are generally settled, but there is a considerable amount of disruptive behaviour at different stages of the session. Children enjoy their time at the pre-school and are making satisfactory progress in most areas of their learning, but the effective management of behaviour remains a key area for the setting to address. The environment is welcoming and accessible which enables children to make some choices about what they are interested in, but there are some weaknesses in the setting's organisation of its resources. For example, there are periods when children enter the setting, when there are no activities to involve them in and children become easily bored. Their individual needs are generally well met. A wide range of policies are in place and shared with parents and new staff are made fully aware of them. The setting has not yet developed effective self evaluation procedures, and therefore do not always accurately prioritise aspects that will have the greatest impact on improving outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure children's behaviour is managed effectively
- develop the systems for self-evaluation to ensure strengths and areas for improvement are clearly identified

- continue to develop observation and assessment to ensure that children achieve as much as they can in relation to their individual starting points and capabilities and to identify next steps
- minimise the risk of cross infection in the setting by reviewing the procedure for children drinking at the water fountain.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded as practitioners are vigilant and ensure the environment is safe for them to use. A safeguarding audit has been carried out. Good use is made of risk assessments with most hazards being identified and dealt with promptly. However, when children are drinking from the water fountain there is no clear procedure for ensuring that used beakers are not reused, which poses a possible risk of cross infection. Therefore children's health is not fully protected. An effective system is used for vetting and appointing new staff; and there is an appropriate induction procedure in place to ensure new staff are immediately made aware of the settings range of policies and procedures, including that for child protection.

In general, the setting runs sufficiently well on a day to day basis. Changes made as a result of the previous inspection have had a positive impact on the organisation of the setting. There has been some additional training for staff in EYFS, and they are supported by the local authority in implementing it. A new system to record and monitor children's development against the Early Learning Goals has been introduced, and most practitioners are confident in using it. The learning environment is laid out in areas with resources generally accessible in low level storage, enabling children to be independent and to make choices. New staff are keen to improve skills and knowledge, and they have identified training to attend. Management welcomes support and feedback from the local authority to identify areas for improvement.

Satisfactory links are developed with parents who make written comments, which staff act upon to improve learning for children by developing their individual interests. They are given suitable information about the setting in the parents pack and through on-going newsletters and home diary books. Parents share information with practitioners at the start and end of the sessions. This enables practitioners to generally meet most children's individual needs. The setting satisfactorily promotes equality and diversity, which reflects in the way the staff help children to feel they belong. For example, children are treated as individuals and with equal concern. Practitioners are aware of those with any additional need that may affect their behaviour or learning and development and supports them appropriately. Links with other providers of the EYFS that children attend are being developed to support their learning and care.

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

Most children are happy and gaining in confidence. They settle to the routines of the day and independently make choices from the resources available. They happily initiate their own learning, as they select materials to create collages or role play. Children enjoy concentrating on jigsaws and small world toys, they use their imagination when dressing up or playing in the home corner. They enjoy stories and physical exercise, moving physically in nursery rhymes and when outdoors. They independently use the computer or cut, shape and roll clay. They make bright pictures using glue and different materials, which they proudly show to adults in the room before storing them away in their own drawer. There is a balance of adult led and child initiated activities and children enjoy the support from staff who join in their play. A new assessment and planning system is being implemented with the next steps for children's development being planned for. Children's progress can be tracked against the early learning goals as observations are linked to areas of learning, most of which are satisfactorily promoted.

Children are beginning to learn to share and take turns and some cooperate in helping to tidy toys away at the end of the session. Most behave well and respond to simple instructions from staff. Many are beginning to be independent; some put on their own outdoor clothes to go outside. Children enjoy stories in groups and join in with familiar parts. They are beginning to count and solve problems as they calculate how high the towers are that they build from building blocks. Some children attempt writing for a purpose, writing their names on art work. Children enthusiastically enjoy their outside play. Indoors they enjoy taking part in music and movement sessions, learning to control their bodies.

Children are encouraged to recognise and respond to potential risks and hazards when they move around the premises. A healthy lifestyle is adequately promoted. Staff endeavour to take children to the outdoor play area on a daily basis to enjoy games in the fresh air. The grassed area is exposed in all weather and is unsuitable for use when it wet. Energetic games are therefore provided indoors and plans to improve the outdoor area are underway. A choice of healthy options are provided for snacks. Adequate nappy changing procedures are in place, and children are encouraged to accept responsibility for their own personal care needs as they use the toilets nearby.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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