

Sunshine & Showers Preschool III

Inspection report for early years provision

Unique reference number	EY313585
Inspection date	26/02/2010
Inspector	Fiona Robinson
Setting address	Dymchurch CP School, New Hall Close, Dymchurch, Romney Marsh, Kent, TN29 0LE
Telephone number	07793 636656
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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*.

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

Sunshine and Showers Pre-School III is one of three nurseries run by Sunshine and Showers Ltd. It was first registered in August 2005. The setting operates from a spacious classroom with kitchen and toilet facilities in Dymchurch CP School in Dymchurch. It also has the use of the outdoor area, including a playground, field and wooded area. A maximum of 26 children may attend at any one time. The nursery is open Monday to Friday from 8.00am to 3.15pm during term-time only. There are currently 41 children aged from two to under five years on roll. Of these, 29 children receive funding for early education. The nursery serves the local and surrounding areas and children attend for a variety of sessions. The group supports children with special educational needs and/or disabilities, and also children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group employs six members of staff. Of these, four hold appropriate early years childcare qualifications, and two are working towards a level 3 qualification. They receive support from the local authority, teaching staff at the school and the Early Years Advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The quality of the provision is outstanding, because the nursery provides a bright, interesting and stimulating environment for the children. They are keen and motivated to learn and feel very safe and secure, because staff are very effective at promoting the children's welfare and learning. They benefit from the excellent partnerships between staff and parents and the host school. Children are fully included in an interesting range of indoor and outdoor activities. Manager and staff have a very clear understanding of the setting's strengths and areas for improvement and demonstrate an excellent commitment to continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the outdoor area of learning, including forest school provision

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding issues and children are cared for in a very well-maintained and secure environment. Comprehensive policies and procedures are fully implemented in order to ensure children's safety. Staff carry out regular risk assessments to keep children safe indoors and

outdoors. Fire evacuation procedures are practised regularly, so that children become familiar with the routine. Staff are deployed effectively to ensure children are fully supervised indoors and outdoors. There are robust systems in place for the collection of children and the selection of staff. Staff have an excellent understanding of child protection issues and reporting procedures.

Excellent links exist with parents and staff work hard to keep them well-informed of their children's achievements and progress. They share the individual learning journeys with parents on a regular basis. Parents really appreciate the 'My Special Moments' book, which includes photographic evidence of the children's experiences. They say that staff are friendly and welcoming and their children are well motivated and keen to learn. Staff keep parents well informed of special events and topics through newsletters, the parents notice board and informal discussions. They are involved in helping the children to make healthy choices for their lunchtime meals. Excellent links have been forged with the host school. Information is shared on a regular basis and the setting benefits from the use of the indoor and outdoor facilities.

The manager provides an excellent lead to the work of the pre-school. Staff regularly attend meetings and the professional appraisal of staff is carried out annually. Good self-evaluation systems ensure that the views of parents and children are taken into consideration when identifying strengths and areas for improvement. The main area identified for development is the outdoor area of learning, in particular the inclusion of a forest school area. Excellent progress has been made since the previous inspection in altering the layout and organisation of the indoor environment, resulting in excellent displays of the children's work by key staff. Resources are used effectively to meet children's needs. The manager and staff actively promote equality and diversity and ensure children are fully integrated in indoor and outdoor activities. They have high expectations about securing improvement and rigorously monitor activities. Staff share a full commitment to the development of high quality practice in the setting.

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

There is very well-planned, purposeful indoor and outdoor play and children achieve well in their activities. Staff include the children's ideas and interests in their planning. They are cared for in a purposeful, inclusive environment. There are valuable opportunities for adult-led and child-initiated activities. Staff have an excellent understanding of children's key learning and care needs and involve children in the planning process. Children are fully included in activities and those with special educational needs and/or disabilities are given extra support when necessary.

Staff have a very clear and consistent approach to managing children's behaviour and are excellent role models. All children behave very well in the setting and are curious to explore the world around them. They cooperate well and share resources sensibly. Children's health and safety is promoted very well and they gain an excellent understanding of making healthy choices at snack time and

dinnertime, and use tools and equipment safely to make fruit salads and smoothies. They learn where their food comes from, such as noodles and bean sprouts, tasted as part of their Chinese New Year celebrations. They have made healthy food cakes for the birds. Their independent skills are developed well as they wash their own hands and pour their own drinks. They enjoy physical exercise through dance, following the balance trail outdoors and going on, over, under and through the apparatus. They achieve well in the physical area of learning.

Children play in a very well-organised environment and access resources safely and independently. Their creative skills are developed well through painting and collage work. They like listening to stories, such as 'Making Friends' and enjoy recording their achievements on the 'Kindness Tree'. They tunefully sing songs, such as 'Five Little Speckled Frogs' to practise their counting skills and most count up to ten and beyond. They are learning how to write letters in foam and sand and some children write their own names. They complete number activities on the computer and learn about transport and 'People who Help Us' through topic work. They have designed and made clothing out of materials and festivals, such as Diwali, Christmas and the Chinese New Year bring extra enrichment to their learning. They benefit from environmental walks and visits to the local shops and post office. Independence is encouraged indoors and outdoors and the forest school experience is being developed in the outdoor area to further extend their decision making skills. Fundraising activities are well-organised and parents are supportive of the children's efforts, such as the 'Toddle Waddle' for charity event. Children are very well prepared for the next stage of their learning in this exciting, inclusive setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met