

Sun Beams Pre-School

Inspection report for early years provision

Unique reference number	EY276045
Inspection date	18/03/2010
Inspector	Aileen L King
Setting address	Delapre Primary School, Rothersthorpe Road, Northampton, Northamptonshire, NN4 8JA
Telephone number	01604 674620
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunbeams Pre-School opened in 2004. It has self-contained premises, with sloped access, within the grounds of Delapre Primary School in the Far Cotton area of Northampton. The group serves the local community. It operates from 9.00am to 5.30pm each day of the week throughout term time. Morning, afternoon and all-day sessions are offered. Breakfast, lunchtime and after-school care are also provided. Children can attend a variety and combination of sessions. The group is staffed by two managers who both hold a Level 3 qualification. Of the 13 other staff, four hold a Level 3 qualification, seven have a Level 2 qualification and two are working towards this. There are currently 92 children on roll in the Early Years Foundation Stage age range, and the group offers funded places. The pre-school supports children with special educational needs and/or disabilities and those learning English as an additional language. There are currently 23 children on roll in the after school club and the children who attend are from two local schools. The pre-school works with the local authority and the Early Years Partnership. The pre-school has links with the Early Years Foundation Stage in the school on site and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

At Sunbeams Pre-School the children are content, happy and well cared for in an inclusive setting. There is a good range of stimulating and interesting activities which the children can choose and these engage them and keep them well motivated. The staff provide good support for the children and their learning, development and individual needs are catered for effectively. The pre-school has a good capacity to improve, as there is a clear view of the effectiveness of the provision. This is based on an objective self-evaluation and a perceptive awareness of what to do next to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the outdoor provision
- ensure opportunities are provided to develop children's independence further.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are in place and adhered to carefully, there are procedures to keep the premises safe for the children, for example, checking the suitability of staff and ensuring security measures are upheld when visitors arrive. Staff have been informed and trained in how to deal with any concerns or incidents

should they arise as part of the induction process. There is a designated person to ensure procedures are adhered to and that follow up action is taken if required. Risk assessments are carried out on a regular basis, with staff checking for any potential hazards, and this includes the after school club. There is a driving ambition directing the provision forward towards continuous improvement and this is well embedded in the setting. Resources are used well, they have been improved and developed and this has had a positive impact on the children's learning experiences, for example, developing their ideas in imaginative role-play. Resources are also accessible to the children and the wide range and variety means their creativity is fostered and nurtured. The outdoor area is well used, and has been improved, but the setting's self-evaluation recognises the limitations of the outside space and that it is not developed to its full potential. Plans are already in place to address this. The pre-school promotes equality and diversity well, being very aware of the children's different needs and backgrounds and also using outside agencies and other support if necessary to ensure the children's needs are met and catered for. Displays of photographs reflect this awareness of diversity and promote positive images. The children's specific needs, such as dietary requirements, are addressed effectively, by ensuring staff are well informed about these. Self-evaluation has been completed comprehensively, with an objective view of what has been achieved and areas for sustaining improvement identified. Since the previous inspection, the medication policy has been updated, resources have been made more accessible for the children, observations are carried out to inform future learning and parents are informed about what their children have been learning. Partnerships are wide-ranging and are used well to promote children's learning, development and meet their needs. These include links with local schools, the local authority and other outside agencies. The pre-school also liaises with other providers to ensure children's learning is extended. The parental partnership is positive, 'brilliant' was one of the comments used by a parent to describe the setting. Parents say they feel informed and speak positively about the progress their children make and how their development is assessed and supported. The pre-school has also been proactive in meeting children's specific needs and offering children extra support if required.

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

The pre-school is well organised and children's learning and development thrive. When children come into the pre-school they settle very quickly to a range of activities and they are ably supported by adults who engage with children, interact with them and ensure they feel comfortable and secure. Children are encouraged to talk about themselves, whilst staff continue to tend to children's needs, and language and vocabulary are well promoted. Staff help children to develop their ideas in problem solving, for example, to control programmable toys to move along a road map. Books, writing and mark-making implements and information technology all feature within the busy pre-school environment. Children's dispositions show they feel safe and secure in the setting and several are keen to share their play with adults because they know their ideas and opinions are valued. They behave very well and have consideration for others. They handle toys safely and from the very youngest age range they feel confident to venture outdoors,

where they enjoy energetic activity and exercise. They receive regular reminders from staff to keep safe and observe routines of hygiene and health. From their engagement with the activities the children show how much they enjoy pre-school and they gain a good sense of achievement, for example, making models and using implements to cut, stick and colour using paper and other materials. They make a positive contribution in the group as they play well together. Their skills are developing well and they are relaxed, purposeful and happy as relationships are secure and nurturing. Staff help children to develop and engage in sustained shared thinking, but are still being vigilant as regards to reinforcing an awareness of safety, for example, when controlling the toys saying 'be careful not to crash'. The children have free access as the session progresses to the various areas of the setting, including the outdoors, but this has to be carefully supervised due to the layout of the building. This means that whilst children's independence is promoted and developed well, there are times when this is slightly restricted in the interests of health and safety. The staff are extremely aware of this and have plans to ensure that opportunities for children to be independent are developed as much as possible, given the constraints of the building. Nevertheless the children have opportunities to explore their environment which builds their confidence and also their skills in physical development as they move with control, negotiating obstacles and other children. This is especially the case for the very youngest children. They all have fun outdoors using bikes to pedal and push, themselves along and using small tools and implements to paint, dig and scoop using different materials.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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
--	---

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----