

Sunbeams Pre-school

Inspection report for early years provision

Unique reference number 254296
Inspection date 12/05/2010
Inspector Andrea Caroline Snowden

Setting address The Village Hall, Easthill Lane, Bramerton, Norwich,
Norfolk, NR14 7EQ

Telephone number 01508 538438

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 was registered in 1997. It operates from the village hall in Bramerton, close to Norwich. Children have use of a main hall and associated facilities and there is an enclosed garden for outdoor play. The setting is accessible to all. The setting opens each week day during school term-time between the hours of 09.30am and 12.00pm.

The pre-school is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and is registered to provide care for 18 children at any one time. There are currently 24 children on roll, 20 of whom receive funding for nursery education. All children are within the Early Years Foundation Stage. They come from the local and surrounding villages and attend a variety of sessions.

The pre-school is managed by a voluntary committee of parents and they employ a team of five staff to work with the children. The manager is appropriately qualified and experienced and all other staff hold suitable childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and generally making good progress in their learning and development. Their safety and welfare needs are satisfactorily promoted although practices sometimes compromise this. Staff have a good knowledge of children's backgrounds, family circumstances and interests and provide effective levels of support and encouragement. Additionally, partnerships with parents and others are strong to ensure children benefit from continuity of care between home and setting. Systems for monitoring and evaluating the provision are currently being established to improve the quality of the provision.

What steps need to be taken to improve provision further?

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

- ensure practices are consistent in encouraging children to adopt healthy lifestyles with regard to personal hygiene
- ensure daily risk assessments are used more effectively to highlight potential hazards and that they cover anything with which a child may come into contact
- respond sensitively to the needs of children with regard to their personal care to ensure their dignity is maintained
- improve the organisation of the day so that children are able to choose when they access opportunities for outdoor play.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good knowledge and understanding of their role in safeguarding children. They are clear about procedures in order to protect children from abuse and have robust systems to ensure children are cared for by staff who have been vetted. Risk assessments have been devised to minimise hazards in the setting and for most outings, and a system of daily checks is in place. However, despite this, some potential hazards remain, such as a stinging nettle in the garden, and this is not included in the risk assessments. Staff create a vibrant, stimulating learning environment where toys and equipment are plentiful, clean and well organised to meet children's needs. However, the use of the outdoor area is very limited. Staff take all children into the garden for a short period towards the end of the session and whilst most children clearly enjoy this, they are not able to make free choices about when or if they wish to play outdoors.

Although no children with additional needs or English as an additional language currently attend the setting, staff have satisfactory strategies in place to support children if the occasion arose. Whilst staff encourage children to be kind and respectful, occasional practice by staff is not always sensitive to children's individual needs, for example, with regard to maintaining their dignity during personal care. There are some opportunities for children to begin to learn about different countries, for example, through their Olympic Games activity or when making Japanese fans for Children's Day. The setting have good partnerships with parents and other practitioners working with children. Home visits ensure staff are well informed about individual children's needs from the first day and therefore are able to provide for them effectively. The home/school books are an effective method of sharing information about children's progress in their learning and development and parents are encouraged to be fully involved with this.

The manager of the setting has recently begun to complete a self-evaluation form as a method of examining practice in the setting. Staff are now involved in reviewing the evaluation in order to add their contributions. Views of parents have been sought via questionnaires and some initial areas for development have been highlighted and preliminary action taken. Staff are encouraged to reflect on their professional development at annual appraisal and training is supported in order to improve staff's knowledge and understanding and therefore bring about improvement in the future.

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

Children enjoy a good range of activities and are generally well supported. Staff know children well and as a result a warm rapport is quickly built. Staff work at children's level gaining their eye contact to aid the child's participation and concentration. They ask open questions to extend thinking and allow children time to complete activities to their own satisfaction. Children are able to repeat newly found skills to develop confidence and are encouraged to follow simple instructions

to develop their independence. Indoor activities are mostly all child-initiated although some planned activities are curtailed to meet the organisation of the session. Staff have recently introduced new observation and assessment systems and are gradually becoming more confident in planning according to children's individual needs. As a result children are making good progress in their learning.

Children work frequently with sounds and letters and all know how their name begins. Some older children label their work with their name, whilst most recognise it for self-registration. Staff introduce new complex words and aid children with the correct pronunciation. Children love to join in with stories and they are able to listen carefully in a large group. They count confidently and have many opportunities to think about problem-solving with number. Staff ask 'what number do you need next?' or 'how many more do we need to make 10?' and children are able to calculate the answers with the help of fingers. They use mathematical language in their play commenting that a magnetic block is 'too big' and they sort play dough balls into ascending size.

Children enjoy finding out about customs, such as May Pole Dancing or St George's Day and they are becoming familiar with their local community through visits such as the library van and local school. Children design and make from a variety of materials and find out how things work. They discover that one end of the binoculars makes things big and the other small and some children are able to use a computer if they attend at the end of the week. Visitors into the setting bring new experiences such as yoga exercises and children enthusiastically pedal tricycles on the patio or throw and catch balls. Children's creativity is fostered through role play, art and craft opportunities and 'small world games'. They have some opportunities to experiment with music and movement.

Children are reminded about their personal safety. A member of staff comments to children about the possibility of hurting their neck if they use equipment incorrectly, or choking if they do not chew their food properly. Children join in with fire drills and staff talk to them about potential dangers before leaving the setting on an outing. Children eat healthily and their play demonstrates an understanding of choosing healthy options. Saucepans full of play vegetables are stirred to make 'vegetable soup' and children are encouraged to recognise and name different fruits and vegetables. Children's personal hygiene is erratic. Children wash their hands when they are reminded by staff, however, there are occasions where children leave the bathroom after using the toilet, or sit down to snack, without washing hands. During the inspection, a child was observed playing on the bathroom floor whilst another used the toilet. This practice exposes children to the risk of infection.

Children behave well, mostly sharing resources effectively, passing blocks to one another and working collaboratively. They receive praise from staff for their achievements and as a result their self-esteem is promoted. They are becoming very confident and through their daily routines are learning good social, communication and problem-solving skills for their future lives.

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	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	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	3
The extent to which children achieve and enjoy their learning	2
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	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