

# Sunshine Pre-School

Inspection report for early years provision

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**Unique reference number**

EY295674

**Inspection date**

12/05/2010

**Inspector**

Tara Street

**Setting address**

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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 Pre-School is overseen by Manor and Castle Development Trust. It opened in 2005 and operates from two rooms within a self-contained building in the grounds of Woodthorpe Community Primary School in Sheffield. Children have access to a secure enclosed outdoor play area. A maximum of 36 children aged under eight years may attend the setting at any one time. The setting currently takes children from six months to five years. The setting is open Monday to Friday from 7am to 6pm for 50 weeks of the year.

There are currently 104 children on roll who are within the Early Years Foundation Stage, of these, 20 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and those 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.

There are 14 members of staff, including the manager, who work directly with the children. Of these, 11 hold an appropriate level 3 qualification in early years, one holds a level 2 qualification and one is working towards a Foundation Degree. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and eager to learn at this very welcoming and child-friendly setting. Staff are highly motivated, work well as a team and have a good understanding of the Early Years Foundation Stage framework, consequently, children make good progress in their learning and development. Excellent partnerships with parents and other agencies ensure that children's individual needs are fully supported. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. The setting is led by motivated and experienced managers who embrace the process of self-evaluation and demonstrate a very positive attitude towards continuous improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding children policy includes the procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare)

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

- ensure parental signatures are consistently gained on accident and medication records to show that parents have been informed of any treatment and/or medication given
- provide more regular opportunities for children to access and develop their skills in using information and communication technology

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

Effective organisation and a thorough commitment to providing a high quality service underpin the successful leadership and management of the setting. The senior team have a clear understanding of their roles and responsibilities and ensure that robust steps are taken to safeguard children. For example, recruitment and vetting procedures for all of the adults who work with the children are thorough and completed promptly. Most records required for the safe and efficient management of the provision are very well maintained. However, parental signatures are not consistently gained on accident and medication records to show parents have been informed of any treatment given to children. Annual and daily risk assessments are detailed and any identified hazards are dealt with promptly. Staff's awareness of safeguarding issues is raised through induction and training. As a result, staff understand their responsibility to record and report concerns both within the setting and in accordance with the Local Safeguarding Children Board procedures. However, the safeguarding children policy does not include the procedure to be followed in the event of an allegation being made against a member of staff as required by the Early Years Foundation Stage.

Children benefit from the warm and relaxed relationships that have been established between their parents and the setting's staff. The staff dedicate extensive time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle quickly and feel secure. For example, home visits, induction and settling in sessions ensure that children integrate at their own unique pace. Parents are very well informed regarding their children's care and are routinely involved in their child's continuous learning and development. The daily exchange of information, both verbally and through a written daily diary sheet, ensures that children's changing needs are consistently met. An excellent equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background. Managers and staff have built extensive links with other early years professionals and external agencies to support the inclusion of children with special educational needs and/or disabilities and those who speak English as an additional language. Staff carefully listen to all children. They fully respect their views, ideas and interests and incorporate these into all aspects of the service. Staff help children develop an excellent attitude towards people's differences by providing an extensive range of resources that reflect diversity and by setting a good example of how to respect everyone.

Managers are very motivated and passionate about their work and strive to

improve practice at all times. For example, through the completion of their self-evaluation system and through the evaluation of parents' comments and suggestions, they monitor and evaluate the quality and standards at the setting. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify any training needs. Recommendations made at the last inspection have been fully addressed and have had a positive impact on outcomes for children.

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

Adults support learning very well, enhancing children's ability skilfully. The doors to the outdoor play area are open for long periods during the day which gives the children confidence to explore and learn in secure and safe, yet challenging spaces through a free-flow system. The extent to which there is planned, purposeful play and exploration, in and out of doors, with a balance of adult-led and child-chosen activities, is beneficial to the children. The key persons have good knowledge of the development stages to the early learning goals and the children receive an enjoyable experience across all areas of learning. Staff carry out detailed ongoing observation and assessments to ensure that children make good progress and achieve well in relation to their starting points and capabilities.

Children develop an excellent awareness of self and their needs through the professionalism of the staff. They make friends and respect each other, taking into account their diverse needs and backgrounds. The children are very aware of how to behave, and toddlers cared for in the baby room know they must be careful with those babies who cannot crawl or walk, and show aspects of caring as they take toys to other children. They make decisions about where they want to play and move resources between in and outdoors. Staff ask open-ended questions, and children learn to communicate effectively, often picking up English words or relevant signs in a very short space of time. They are confident and eager to share their knowledge with all adults present or ask questions to extend it. They use sounds within their play and sing happily in group sessions. They enjoy mark-making and have access to an extensive variety of crayons, chalks and paint, or water to use with paintbrushes outside on the fence. Children's information and communication technology skills are well promoted as they experience regular opportunities to access a computer, CD player and calculators. However, other opportunities for children to explore technology, such as battery operated and programmable toys, are limited. Staff are aware of this and are working to develop this aspect of the provision.

The environment is rich in resources which enhance children's knowledge and development of number and problem solving. For example, they are able to freely access shape sorting, threading and counting games. They also enjoy number songs and rhymes which enable them to learn, experiment and practise their skills with growing confidence. Children use tools with skill and are aware of hazards as they build with bricks or play with sand. They develop an awareness of creatures from the natural world as they examine the tank of tadpoles with magnifying glasses or explore the properties of different materials, such as shells and cress

seeds. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and there is a wide range of resources which give positive images of themselves or diversity within society. Children are encouraged to be active and healthy, developing competent skills of control and manipulation with the wide range of freely accessible resources outdoors. They are curious to know how things work and engage in role play with other children and adults, such as when using the tabards and medical tools in the hospital role play area.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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