

Sunbeams Pre-School

Inspection report for early years provision

Unique reference number	199434
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Inspector	Helen Barter

Setting address	The Summerhouse, St Dunstan School, William Street, Calne, Wiltshire, SN11 9BD
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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

Sunbeams Pre-School has been registered since 1972. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It operates from a mobile classroom in the grounds of St Dunstan Primary School, Calne. It serves the town and rural area. Children use the main playroom which has its own toilets and kitchen area. They have use of the playground and adjacent grassy area for outside play. Children attend for a variety of sessions between the hours of 9.00am and 3.00pm. Children from the school nursery may attend afternoon sessions. The pre-school is registered to care for up to 22 children from two years to five years in the pre-school. There are 33 children on roll, of whom a large proportion, including two-year-olds, receive nursery education funding. The group support children with special educational needs and/or disabilities and children who speak English as an additional language. There are six staff members who work with the children. The Manager and her Deputy hold level 5 early years qualifications, two members of staff hold a level 2 qualification in early years and two are training for a level 3 and a level 2 qualification in early years. The pre-school is supported by the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have an enjoyable time in this happy and inclusive pre-school. Parents speak well of it, reporting how well the staff care for their children and how much their children want to come every day. The manager and staff have worked hard and have made sure that all the required welfare policies and procedures are in place while improving the activities to support children's learning and development. Their effectiveness in doing so, and the action taken to improve practice since the previous inspection, shows that there is good capacity for the setting's continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that learning journals consistently monitor children's progress across all the areas of learning so that planned activities can be modified where any gaps in provision are identified
- extend the range of stimulating learning activities in the outdoor area and role play in the indoor area, particularly to promote children's language skills

The effectiveness of leadership and management of the early years provision

Staff know their responsibilities to protect the children in their care and safeguarding procedures are firmly established. Risk assessments are regularly undertaken and any areas identified for action are quickly dealt with. All the necessary documentation and policies with regard to children's welfare are well known by staff and reviewed at regular intervals.

The setting makes good use of its links with specialist outside agencies, such as speech and language therapists and health visitors, to ensure that children's special educational, health and language needs are well met. Staff's commitment to continual improvement of the provision is shown through their recent Makaton training and the use of European language signs to offer greater inclusion and communication with particular children.

Children and their families are warmly welcomed at the beginning of each session by the staff who know them well. An effective key person system means that children feel confident there is someone they can go to for support. Parents are reassured that their child will be well cared for, saying things such as, 'my child loves it here' and 'my child has settled really well and loves the staff.' Information on children's achievements is regularly shared with parents through displays of work and photographs, such as for 'Our Bug Ball'. These help them to feel involved in their child's learning, and encourage them to understand the next steps in their child's development.

Planning of the pre-school's activities is built firmly around children's interests and the staff's good knowledge of their needs. Children's achievements are recorded by their key person in a 'Learning Journey', together with photographs and samples of their work. Staff have not had enough time to monitor the overall quality of these to make sure that consistent practice is always followed and that all areas of learning are promoted equally well in the planned activities, but there are positive signs.

The manager provides a strong lead in promoting effective teamwork. Staff regularly discuss how they can improve the setting and successfully use parental surveys and suggestions and ideas from the children to help them evaluate its effectiveness. They have been well supported by the local authority in putting the pre-school back on an even keel after a difficult time of staff change. The local authority's quality assurance scheme has been instrumental in helping the setting to fully meet the welfare requirements while supporting staff's understanding of its strengths and their ability to identify areas for further development. The manager, staff and chair of the committee know the setting very well and have clear and appropriately placed ambitions for its continued improvement.

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

Children enjoy learning and achieve well because they are happy and well cared for. They enjoy choosing activities for themselves as well as participating in those directed by the staff. They are confident to select their own resources because they are easily accessible. Children show great delight in their achievements, exclaiming, 'Look! I buried a dinosaur!' when playing in the sand, or when joining and moving cogs together in sequence. Children's fine motor skills in preparation for writing, and their creative development, are promoted well through using paint and rollers, shaping dough and sticking small materials to paper. They love stories and songs with actions, such as 'Goldilocks and the Three Bears'. Opportunities to tell the group about special family events help to develop confidence in those with speech and language difficulties.

Children have great curiosity about the world around them, enjoying examining bugs, growing cress for egg and cress sandwiches and helping to feed the guinea pigs. They love being outside in the securely fenced garden area, having plenty of space to run, jump and use large toys. The large outdoor area is still relatively underdeveloped and does not offer children the same interesting range of activities across all the areas of learning that they have indoors. While children enjoy the home corner inside, there is scope to offer children a greater range of role play activities to stimulate their imagination and develop the breadth of their language skills.

Children feel safe in the pre-school because they have good relationships with adults and turn to them for help, knowing that they will be listened to. They play safely outside, holding the bar when bouncing high on the trampoline and taking care not to knock into others when using scooters. Children learn how important it is to eat healthily, thoroughly enjoying fresh fruit, such as orange and pear, and crumpets with cheese and savoury spread. They follow the rudiments of personal hygiene when washing hands before eating and are learning to brush their teeth regularly for the 'Happy Little Teeth Award' after a visit from a dentist.

Children's behaviour is good. Children clearly know 'Our Pre-School Rules' because staff are consistent in their expectations and deal calmly with any difficulties. Children who have specific behavioural difficulties are very well supported. They have clear targets to work towards in their individual education plans. All the staff know these which means that there is a consistent approach in helping these children to modify their behaviour. Children make a positive contribution because their social and personal skills are developing well. They are confident and learn to share and cooperate willingly with other children and adults. They sit happily together, chat to each other and the staff and willingly help to put things away. Children's good development in all areas, including their personal and social skills, means they are well prepared for the next steps in their learning.

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

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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	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

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