



Sunny-Ile Preschool Playgroup

Inspection report for early years provision

Unique Reference Number	142959
Inspection date	01 March 2006
Inspector	Janet Butlin
Setting Address	Greenfylde School, Ilminster, Somerset, TA19 0DS
Telephone number	01460 259732
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Registered person	Sunny Ile Pre School Playgroup
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunny Ile Pre-school operates from a temporary class room in the grounds of Green Fylde Primary school, close to the centre of the town of Ilminster. The children attending have the use of the main play room, with built-in toilet area and kitchen facilities. In addition, they use the school hall and the school playing fields.

This parent committee run pre-school has been established since 1992 and is registered to care for up to 24 children aged 2 to 5 years. There are currently 53

children enrolled. Of these, 29 are 3 and 14 are 4-years-old and are in receipt of funding. The group supports children with special needs. There are no children attending who have English as an additional language. The group is open each weekday from 09:00 to 11:45, with variable lunch club sessions from 11:45-12:45. Afternoon sessions run from 12:45 -15:30 during term time.

A staff of 8 support the setting. Of these, 2 are qualified to the equivalent of NVQ level 3, 2 have level 2 and 4 are working towards level 3. The group receives the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean environment and wash their hands conscientiously after using the toilets and before eating. However, there is no hot water for them to wash their hands and they all share the same towel. This puts them at risk of cross infection. They are generally well cared for if they become ill or injured as the majority of staff have first aid qualifications and there are systems in place to record accidents and medication. However, children's care in an emergency is compromised as the group have no written consent from parents to seek advice or treatment.

Children enjoy helping to prepare their own snacks and have a generally healthy choice of drinks. Their lunches are brought from home and, if alerted by parents, staff will store the contents in the fridge to keep it wholesome. However, the nutritional content of the food provided by the pre-school at snack times is not sufficiently varied to ensure that children who attend all day eat a balanced diet.

Children develop their large muscles effectively as they play outside on appropriately challenging climbing and balancing equipment. They pedal wheeled toys with confidence and show a good awareness of space. They enjoy the health giving properties of fresh air every day.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy playing in a well organised building where they have dedicated areas for active play as well as quieter activities. However, there are insufficient facilities for their thorough personal care and for that of the staff. The children enjoy secure, outside play space.

Children play with a good range of appropriate playthings, all of which are clean, sound and in good condition. They access them easily and have a good selection to choose from.

Children's safety is generally well supported as most hazards have been addressed. The setting keeps a record of the attendance of children and staff but does not record

the times. This means that it is not an accurate record of who is on the premises and this compromises children's safety.

Children's safety is strengthened by the staff's sound understanding of the child protection procedure. However, the policy to support this area requires more detail to help staff respond appropriately in all circumstances.

Helping children achieve well and enjoy what they do

The provision is good.

Children all enjoy a wide range of worthwhile activities and are cared for by sensitive staff. Young children are becoming competent learners and communicate skilfully with their friends and with the adults caring for them.

The quality of teaching and learning is good. Children have a very good attitude to learning and are engaged and eager to take part in all the activities. They concentrate for substantial amounts of time, for example at the train track construction. They negotiate turn-taking, confidently introduce themselves and ask questions. They enjoy sessions that move along at a good pace and they are never bored or restless. Staff's thorough understanding of the Foundation Stage and their effective methods of teaching, mean that children are making good progress towards the early learning goals. They respond well to the staff's methods of questioning and encouragement, for example helping the children to work out solutions to problems when their bridge construction collapses. Staff understand the possible learning outcomes of all the activities they are supporting and which children they would like to encourage to take part. However, it is not clear from the children's records whether they are all being given sufficient challenge to help them make even better progress.

Children are lively communicators and particularly enjoy whole group story times, where they predict what might happen next with great enthusiasm. They write and make marks frequently. Children are encouraged to count and sort their playthings and they do this confidently. They work out, for example, that if they have made three wheels they will need one more to make four. Their calculation skills are supported very effectively during a variety of games. Children think about why things happen and observe how plants grow, for example in small bottle gardens. They use tools and join and fix objects in their construction games. They learn about their environment, as well as the wider world and delight in observing the changes in the weather, for example a fall of snow. Children enjoy dressing up and developing imaginative role-play and are fascinated by colour and texture. They move to music, showing a good sense of rhythm. They develop their small muscles effectively by manipulating small and intricate puzzle pieces and pummelling pieces of play dough.

Pictures and discussions indicate that a broad and balanced curriculum is offered, which covers all the areas of learning. However, the written plans are not sufficiently detailed to make it clear what the children are intended to learn or to ensure that all early learning goals receive sufficient emphasis, for example exploring the sounds letters make or the sounds within words. The assessment system is being developed and is not yet used effectively to help plan for children's individual progress.

Helping children make a positive contribution

The provision is good.

Children's individual needs are known and respected. They benefit from the way that staff are sensitive to their personal circumstances. Children co-operate and work well together, sharing popular resources with their playmates good naturedly. They are extremely confident and are personally independent, preparing their own snacks and taking themselves to the toilet. They learn about cultural diversity and also observe home festivals, such as pancake day. They laugh with delight as they observe fascinating sights, like a fall of snow or the dribbling corn flour mix. Children with special needs are well supported by conscientious specialist staff. They benefit from the setting's close working relationships with local supportive agencies and groups and the way in which the staff work closely with their parents. Children's spiritual, moral, social and cultural development is fostered. Children are very well behaved. They are polite and respond well to the staff's consistent and appropriate praise for positive behaviour. They understand that there are codes of conduct that have to be observed within the group.

There is a good partnership with parents. Children benefit from the way their parents are kept informed about their progress. This is through discussion, photographs and notes. However, the assessment books are not always completely helpful in showing parents what the next steps are for the children's learning and this impacts on their ability to be involved with their child's learning. They have other opportunities for involvement, such as managing the group, and are made very welcome. The systems of sharing information about the setting are being developed. Children are cared for in accordance with their parents wishes.

Organisation

The organisation is satisfactory.

Children play in a soundly organised environment where the use of space and resources is well planned to meet children's needs. However, the facilities are barely adequate for children and staff who spend all day in the setting. Children are cared for by staff who are suitable, enthusiastic and caring and who are deployed well to provide sensitive support. The setting meets the needs of the range of children for whom it provides. Most regulatory documentation is in place although some requires improvement.

The leadership and management of the nursery education is good. An effective system of delegating roles and responsibilities means that the setting has access to people with sufficient expertise to support them. The staff have regular meetings to discuss children's progress and the planned programme which, although lacking detail, means that good quality activities and methods are used. However, the setting has not yet begun to use a structured system of monitoring and evaluating the overall provision to ensure it remains effective. They have created an improved system of assessing children's progress but this is not yet fully implemented for all children.

Improvements since the last inspection

At the previous inspection, the group was requested to improve hand washing facilities for children. They were also required to obtain consent for emergency medical advice or treatment and improve the complaints procedure. The hand washing facilities have been improved by the provision of liquid soap for the children. However, drying facilities are poor and there is no hot water. This presents a risk of cross infection for the children. The group expect hot water to be available within the year when they receive a new building. The consent for emergency medical advice or treatment has still not been obtained. This impacts on staff's abilities to respond appropriately to protect children and remains an area for improvement.

At the last nursery education inspection, the group were required to improve the organisation of larger group situations to encourage and maintain children's interest. The group have created an action plan to address this issue and now give increased attention to grouping. This has improved the children's abilities to sustain their interest in their activities. The group were also requested to review and develop the planning and assessment systems to ensure that all six areas of learning are fully promoted and that appropriate challenges are provided for individuals. The planning systems are still lacking in detail and this remains an area for development.

The final recommendation was to provide more experiences and make more use of resources reflecting positive images to raise children's awareness of further aspects of diversity. This has been fully addressed and the group provides sufficient opportunities for children to learn about other cultures as well as their own.

Complaints since the last inspection

Ofsted received a concern on 14th December 2005 relating to standard 7 (Health) that, on a number of occasions, inadequate supplies of soap were provided for the children to wash their hands after using the bathroom. Ofsted wrote to the registered person requesting that they provide us with a report. A review of this report identified that the National Standards continue to be met and no further action was taken. The provider remains suitable for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain written parental consent for the seeking of emergency medical advice or treatment
- improve the nutritional balance of the food consumed by the children whilst in the setting
- improve hand-washing procedures and ensure that hot water is available for children within the planned timescale
- record the times of attendance of children, staff and visitors
- improve documentation to ensure the child protection policy includes the procedure to be followed in the event of an allegation against a member of staff or volunteer and establish a complaints log

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that plans clearly show what children are intended to learn, build on what they already know and can do and provide them with sufficient challenge

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