



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 303226

DfES Number: 535031

INSPECTION DETAILS

| | |
|-----------------|--------------|
| Inspection Date | 17/06/2004 |
| Inspector Name | Lynn Rodgers |

SETTING DETAILS

| | |
|-----------------|---|
| Day Care Type | Sessional Day Care |
| Setting Name | Sunbeams Pre-School |
| Setting Address | Full Life Church, Rolleston House High Street Rotherham South Yorkshire S66 8LF |

REGISTERED PROVIDER DETAILS

| | |
|------|--------------------------------------|
| Name | The Committee of Sunbeams Pre School |
|------|--------------------------------------|

ORGANISATION DETAILS

| | |
|---------|---|
| Name | Sunbeams Pre School |
| Address | Full Life Church, Rolleston House High Street Rotherham South Yorkshire S66 8LF |

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Sunbeams Pre-school, opened in 1996. It operates from six rooms within the Full Life Christian Church building. The building is located on the main road, through Maltby, Rotherham. The group serves the local community.

They are currently registered to care for 18 children, of which three year olds and four year olds are in receipt of nursery education funding. There are 21 children on roll. The group offers sessional day care. Children attend for a variety of sessions. Six children have special needs and the group support two children who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:00 to 11:30 and 12:15 to 14:45.

Rooms used for the children consist of; six individual play areas, kitchen facilities and an office. Nine full/part time staff work directly with the children. All have early years experience and relevant childcare qualifications. Six staff are currently on training programmes.

The setting is supported by the local authority.

How good is the Day Care?

Sunbeams Pre-school provides good quality care for children. There are very effective procedures for the vetting and appointing of staff and excellent use is made of all available space, staff work directly with the children and they are suitable qualified to do so. Children's induction is very effective and parents are encouraged to stay with their child for as long as it takes, to see them settled and happy. However, the operational plan lacks detail.

Activities and resources are in abundance and are planned to stimulate and excite the children. Children are able to explore, investigate, be creative and have fun. Their development is recorded and staff ensure the children are working towards the

early learning goals. Clear and achievable aims are set and staff praise and encourage children to participate in all activities.

Safety of children is uppermost in the minds of the staff and owners of the building. All safety requirements are in place and regularly serviced. Children's play areas are checked daily for any hazards and risk assessments are carried out appropriately. There is a consistent approach to behaviour management, which is based on realistic expectations of children's differing abilities.

Partnership with parents is very effective. Staff ensure they are available to discuss any issues and parents are encouraged to participate in the children's activities. They receive comprehensive information and have access to all policies and procedures. Their wishes are respected and they are very well informed of their child's progression.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff actively promote equality of opportunity and anti-discriminatory practice for all families. Children are encouraged to mix very well together and respect each other and staff members. Multi-cultural activities are included in planning and children have access to excellent resources, reflecting positive images of the world we live in.
- The range of activities and resources for children are excellent and help to cover all areas of children's development. Children have access to a variety of well planned activities, which stimulate and excite them.
- The group have established a very good behaviour policy that works very well for all children. Staff are consistent and work with parents to establish acceptable patterns of behaviour. Praise and encouragement is ongoing for all children and they are valued and very well cared for. Children are familiar with what they can/cannot do and are encouraged to be self sufficient and independent.
- Partnership with parents is very effective. The group operates an open door system to ensure parents are welcomed and involved in the care for their children. Verbal/written communication keeps parents very well informed of their children's progression and the facility.

What needs to be improved?

- the operational plan.

| |
|----------------------------------|
| Outcome of the inspection |
|----------------------------------|

| |
|------|
| Good |
|------|

| |
|-----------------------------------|
| CONDITIONS OF REGISTRATION |
|-----------------------------------|

| |
|--|
| <i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i> |
|--|

| |
|---|
| <i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i> |
|---|

| |
|------------------------------------|
| WHAT NEEDS TO BE DONE NEXT? |
|------------------------------------|

| |
|---|
| The Registered Person should have regard to the following recommendations by the time of the next inspection |
|---|

| Std | Recommendation |
|-----|----------------|
|-----|----------------|

| | |
|---|--|
| 2 | Include more detail in the operational plan. |
|---|--|

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Sunbeams Pre-school provides a friendly caring environment where children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good, with a balanced mix of pre-planned activities, directed and free play. Staff have clear knowledge of what they intend the children to gain from activities in order to extend their learning. High expectations of good behaviour are reflected in the good behaviour of the children. Staff intervene and join in children's play appropriately helping the children to develop good speaking and listening skills. Observations and assessments of children's progress enable staff to plan activities that provide suitable challenges to keep them motivated to learn.

Leadership and management is very good. A clear management structure is in place and committee members are kept informed of plans and routines through regular meetings with management and staff. Regular staff meetings allow for planning of the curriculum and for staff to review and evaluate the provision. However, the settings operational plan does not state the aims with regard to the early learning goals and stepping stones. Staff training needs and requirements are successfully identified through appraisal. Staff are deployed well within the setting with clear roles and responsibilities.

Partnership with parents is very good. Parents are issued with good quality information about the setting and the early learning goals. Staff keep parents informed of their children's progress through informal daily communication. When children are moving on to school staff hold more formal meetings with parents and discuss the children's progress. Parents are encouraged to share what they know about their children and to become involved in the provision through home learning packs and joining the group on any trips and visits.

What is being done well?

- Good interaction and skilful intervention of staff with the children helping them develop good speaking and listening skills.
- Children have good access to an excellent range of planned and free play activities. They explore and investigate. Their work is attractively displayed giving them a sense of ownership and raising their self esteem.
- Good use is made of the local environment, which is effective in helping children learn about their local community.
- Staff plan a wide range of activities that allow children to explore and investigate. They use the assessments of children's development to inform future planning, ensuring children are sufficiently challenged and motivated.

- Detailed booklet about the setting provides parents with information on the early learning goals and they are kept informed of their children's progress.
- Parents are encouraged to take an active role in their children's learning with home learning packs devised by staff that include a story book and game.
- Good management systems ensure staff training needs and requirements are addressed.

What needs to be improved?

- the operational plan.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show interest, they ask questions, listen well to staff and others and know how to share and take turns. They behave well, sitting quietly when appropriate and they form good relationships with their peers and the adults caring for them. They are independent in their self help skills such as washing hands and putting on own aprons and they are able to be independent in their choice of activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use descriptive language well and are able to explain events in their lives to both small and large groups. They access a wide range of writing implements and use writing for a purpose, attempting to write their own names and form familiar letters. They have access to written words within the environment and they use books in conjunction with their play, for example they have books about food within the role play area.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number language well in their play. They are able to count out objects confidently, recognise shapes within the environment and within many activities such as sand, water, role play and cooking, they use calculation, weighing and measuring concepts. By using simple mathematical ideas they are able to solve practical problems using comparing and matching.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have many opportunities to explore and investigate using a variety of mediums and tools. They use information technology with confidence and knowledge with the computer, moving and clicking the mouse appropriately. Through planned activities the children have many opportunities to learn about the local environment and the cultures and beliefs from around the world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move with confidence and control within the environment. They are aware of obstacles and safety when moving around. They use apparatus well for balancing and climbing and move in a variety of ways, for example jumping, running and crawling. The children confidently use a variety of small tools for spreading, cutting and painting.

| | |
|--|-----------|
| CREATIVE DEVELOPMENT | |
| Judgement: | Very Good |
| Through well planned and easily accessible resources and activities the children are able to explore colour, texture and form in two and three dimensions. They make models from junk materials and have many opportunities to create in cooking and baking activities. For example they create their own pizza's using a variety of toppings. The children enjoy singing and making music with instruments and through role play they use their imagination well. | |
| Children's spiritual, moral, social, and cultural development is fostered appropriately. | |

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure the operational plan includes the aims of the setting with regard to the early learning goals and stepping stones.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.