



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 107076

DfES Number: 515141

INSPECTION DETAILS

Inspection Date	07/04/2003
Inspector Name	Sue Russell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sunshine Under 5's Playgroup
Setting Address	St Gerard's Church Hall Buller Road, Knowle Bristol BS4 2

REGISTERED PROVIDER DETAILS

Name	Ms Karen Nichol
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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

Sunshine under Fives preschool is situated on the border of two busy suburbs on the south side of Bristol. The group is privately run and opened in 1995. The group offers sessional care for up to 24 children at any one time aged between three and five years. There are currently 50 children on the roll, of whom 48 are in receipt of funding. The group support children with identified special needs. There are no children attending for whom English is an additional language.

The Preschool operates in the church hall situated at the rear of St Gerard Majella Church. The group when operating have the sole use of the building, which consists of a large hall, kitchen, toilets and an outside enclosed garden. The preschool is open Monday to Friday for two sessions a day, except for Tuesday afternoons, 37 weeks of the year. The morning session is from 9.15 until 11.45 and the afternoon session is from 12.15 until 2.45.

There are eight members of staff, six of whom are qualified, including an early years teacher. They are supported by parents and students who are not counted as part of the staffing ratio.

How good is the Day Care?

Sunshine under Fives Playgroup provides good quality care for children. Staff have a good understanding of the National Standards and have built warm and trusting relationships with the children. Children are seen as individuals and staff are able to describe and meet their needs. The hall is well organised with good use being made of the available play space. The playspace is divided into quiet and noisy play areas. There is a wide range of well planned imaginative activities on offer. However increasing the opportunities for non directed three dimensional craft activities would enhance children's creative experiences. The enclosed garden contains a range of fixed play equipment, stage, living willow tunnel and astle that are used in an imaginative way. The staff work well as a team and are committed to providing quality care and improving their practice.

What has improved since the last inspection?

Since the last inspection an out side play space has been provided. This consists of an enclosed large area laid to grass containing fixed outside play equipment made of wood. The group have developed a policy for outside learning which is available for view in their policy file. The group have also continued to update and expand the toys, equipment and activities on offer to the children and to make good use of the toy libraries.

What is being done well?

- The owner and staff have a strong commitment to continuing professional development. (Standard 1)
- Staff have a good understanding of children's needs and how to best meet them.(Standard 3).
- Children respond positively to clear guidance and praise by staff and understand the rules of the group. (Standard 11)
- Children have access to a wide range of toys and equipment and imaginative activities which extend their learning. (Standard 3)
- There is a good range of activities which promote positive images about the world. (Standard 9)
- There is imaginative use of the outside play space.(Standard 4)
- There are good relationships developed between staff (Standard 12)
- Children are encouraged to learn about safety and hygiene through topic work. (Standard 7)
- Staff skilfully introduce toys and equipment to meet children's needs.(Standard 10)
- Children with special needs are positively included in the group.(standard 10).

An aspect of outstanding practice:

The experiences provided for children's imaginative play was very good. On the day of inspection the topic was celebration and the role play area was provided with all the equipment and accessories for a party. This included dressing up clothes, wrapping paper for gifts, plates, party hats, table cloths and napkins. The group had ensured that all activities provided during the session could link in to the role play area. The dough table had candles and cake tins, the book corner had books about celebrations and birthdays and the craft table hat making. Children really enjoyed the activity. The staff demonstrated great ability in supporting children's imaginative play and participated enthusiastically in the roles allocated to them by the children. Photos showed the range activities that had been provided for imaginative play including, Chinese restaurant, road safety, laundry and Doctors surgery.

What needs to be improved?

- The provision of creative junk activities where children can independently plan and create their own projects.

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>

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

How effective is the nursery education?

Sunshine Under Fives offers a well planned and happy environment where children are making very good progress in all areas of learning. Staff are skilled at engaging children's interest and encouraging them to participate in the activities on offer.

The quality of teaching is very good. Staff have a sound understanding of the foundation stage and the early learning goals. They provide an imaginative and stimulating range of activities to help children learn. The planning provides a suitable framework to challenge the older and more able child and support children with special needs to learn and develop. Children behave well in response to the high expectations and support of staff.

The leadership and management of the group is very good. The owner and staff have a commitment to developing and improving practice. They work well as a team and have a clear understanding of their own and each others' roles and responsibilities.

Parents and staff have developed good relationships. Parents are involved in their children's learning and are welcomed into the group as helpers. They are kept well informed through a regular newsletter and on registration receive a clearly written prospectus setting out the aims, policies and practice of the preschool.

What is being done well?

- The staff team's clear understanding of the early learning goals leads to well planned exciting activities that engage and sustain children's interests and efforts.
- The challenges set by staff for all children including those with special educational needs that increases their thinking and problem solving abilities.
- Children's personal, social and emotional development is excellent. Behaviour is of a high standard and children are confident independent learners.
- The use of everyday activities to promote the development of children's number and counting skills.
- Staff provide and support a wide range of imaginative play that extends children's understanding of the world.

What needs to be improved?

- More opportunities for children to freely design and create their own three dimensional projects

What has improved since the last inspection?

The group have made very good progress since the last inspection and have met the key issues identified. These were to create more opportunities for children to record numbers and make plans as to how they would provide outside play. Since the last inspection the preschool have provided more opportunities for children to record numbers, these have included playing games where scoring is required and during small group work. An enclosed garden has been created at the side of the hall. The garden is grassed and contains a low wooden stage, out door large wooden sand pit, swing, wooden castle and a willow tunnel. The provision of the outside area has enabled the group to extend the range of physical play activities offered and fully address the issues raised at inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in personal, social and emotional development. They are confident in choosing familiar activities and participate enthusiastically in new ones. They have formed good relationships with the staff and other children. Older children help the younger ones during the session and at tidy up time. Children's behaviour is good and staff have clear expectations and use a consistent approach.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are making very good progress in communication, language and literacy. There are many strengths in this area. Children confidently use language and books. They read pretend stories to each other and understand that print has meaning. Most children can recognise their own names. The majority of children attempt pretend writing during imaginative play, using menus post office forms, score sheets. Many children attempt to, and some can, write their names clearly.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in Mathematics. Staff provide many varied imaginative opportunities for children to use addition subtraction, and mathematical language through out the session. The children build junk trains and learn about distance, time and speed. Children can recognise basic shapes and their ability to copy and recognise patterns is developing well and they are able to describe the patterns of their daily routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are making very good progress in Knowledge and understanding of the world. Children are able to identify features of living things and changes in the seasons. They are encouraged to investigate and explore why things happen. Children are helped to understand their own cultures and beliefs through a range of activities including cooking, tasting different foods, books, dressing up and imaginative play.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in physical development. They move positively around the preschool and are confident in the use of the climbing frame and outside play equipment. They join in enthusiastically in ring games and movement to music sessions. They are becoming independent and have an awareness of space, themselves and their health which has been developed through well planned topic work.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress. They enthusiastically participate in role play acting out real and imagined experiences. Children have a knowledge of how musical instruments work and use them to create different sounds. They sing complex songs from memory. Children participate in a wide range of two dimensional art work and three dimensional adult guided work, although limited opportunities are provided for children to plan and create their own three dimensional projects.	
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:
- Create more opportunities for children to design and make their own three dimensional projects.

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.