



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 322059

DfES Number: 535546

INSPECTION DETAILS

Inspection Date	01/09/2004
Inspector Name	Valerie Craven

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sunshine Kids Pre-School
Setting Address	Newgate Pontefract West Yorkshire WF8 1NB

REGISTERED PROVIDER DETAILS

Name	Ms Julie ann Smith
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 kids Playgroup is situated in the Central Methodist Church which is located in the town of Pontefract. The group is registered to provide care for 20 children aged between 2½ to 5 years. Including funded 3 and 4 year olds. The playgroup opens full time from Monday through to Friday 9:30 to 3:00pm. The playroom is dual purpose. The playgroup have sole use of the playroom in the day time, the accommodation also consists of a kitchen, and toilets.

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

How effective is the nursery education?

At Sunshine Kids Pre-School provision is of good quality and children are making generally good progress overall towards the achievement of the early learning goals. They are making very good progress in the areas of creative and mathematical development, knowledge and understanding of the world. Generally good progress is made in the areas of communication, language and literacy, personal, social, emotional and physical development.

Quality of teaching is generally good. Staff are experienced at supporting children who have identified special educational needs, such as working closely with parents and other professionals involved, ensuring that an effective individual education play plan is used to help meet identified needs. The range of strategies used by the staff to help foster children's good behaviour, and the way these are consistently applied is limited.

Leadership and management is generally good. There is a firm commitment by the owner and pre-school staff to make improvements in the care and education for all children, including a recent extension to the rear of the building, and an improvement to the outdoor play area to further promote children's skills, particularly their physical skills. The ability of the setting to assess its own strengths and weaknesses is limited.

Partnership with parents and carers is very good. They have access to a wide range of good quality information about the pre-school and its provision, featured well in the entrance part of the setting and in the main activity room, including access to a 'learning book' highlighting the variety of activities planned. Parents are able to be involved in their child's learning, can share what they know about their child, and are aware of their child's achievements and progress.

What is being done well?

- The staff's level of experience at supporting children who have identified special educational needs, such as working closely with parents and other professionals involved, ensuring that an effective individual education play plan is used to help meet identified needs.
- Children's level of self-confidence and their motivation to learn is good. This is illustrated well when they try new and novel activities, such as joining different pieces of wood together by using tools safely, including a hammer and nails.
- Children's listening and speaking skills are fostered well at the start of sessions, including talking about the weather, colours featured on displayed balloons, also numbers and shapes, and during enjoyable story times, and

when singing some of their favourite songs.

- Children's ability to count reliably up to 10 everyday objects during practical activities, is good for example, counting the amount of jumps on a trampoline, the number of finger prints made during an art activity, and the number of 'teddy bears' in a bed.
- The parent's have access to a wide range of good quality information about the pre-school and its provision, featured well in the entrance part of the setting and in the main activity room, including access to a 'learning book' highlighting the variety of activities planned.

What needs to be improved?

- the ability of all children, to recognise their own names throughout the sessions
- the encouragement of all children, to recognise the changes to their bodies when they are active
- the range of strategies used by the staff to help foster children's good behaviour, and the way these are consistently applied
- the setting's ability to assess its own strengths and weaknesses.

What has improved since the last inspection?

Sunshine Kids Pre-School staff have made generally good progress since the last inspection, and this has had some impact on the overall provision for nursery education, and on children's learning. There are now more opportunities for children to learn about letters and their sounds, and to experience writing for a variety of purposes. The planning system has been further developed so all the early learning goals are covered, and children have access to a wider variety of technology items to help support their learning. Planned opportunities for children to recognise their own names throughout the sessions is limited, and remains a key issue in this inspection report.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show a high level of self-confidence and motivation to learn, when they try new activities, such as joining different pieces of wood together by using tools safely. They are developing their personal independence skills through daily routines, their ability to work independently by selecting from a wide range of accessible resources, and can show sensitivity to others. There are limited opportunities for children to develop an understanding of what is right and wrong and why.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing their listening and speaking skills, fostered well at the start of sessions, including talking about the weather, colours featured on displayed balloons, also numbers and shapes, and during enjoyable story times, and when singing some of their favourite songs. They are able to explore real and imaginary experiences, often through role play activities, and are skilful at writing their own names. There are limited opportunities for children to recognise their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing their ability to count reliably up to 10 everyday objects during practical activities, such as the amount of jumps on a trampoline, the number of finger prints made during an art activity, and the number of 'teddy bears' in a bed. They are able to use mathematical language to describe and compare shape and quantity, and can show an understanding of simple subtraction, often through resources or songs, when one object is taken away at a time, such as 'ten bears in a bed'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are skilful at designing and making, illustrated well when cutting and joining a variety of everyday materials, also as part of practical wood work activities. They are able to explore and investigate, often through questioning how things work, such as why some magnets stick together, can operate many everyday technology items, including a remote control car, and are able to celebrate many festivals around the world, such as the Chinese New Year and the Diwali festival of lights.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to handle a wide variety of accessible tools carefully, such as cutters and rollers, used during playdough modelling activities, and a hammer and nails during carefully supervised wood work activities. They are skilful when working on climbing and balancing equipment, sometimes as part of a vigorous obstacle course activity, and are able to operate large wheeled toys. There are limited opportunities for children to recognise the changes to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are skilful at responding in a variety of ways using all of their five senses, such as during an enjoyable 'gloop' activity, attempting to describe what the mixture looked and felt like when handled, and when left on a plate. They can explore sound, including making their own musical instruments, are able to explore colour and texture, often when involved in art and craft activities, and are skilful at using their imagination through role play, such as making up their own stories.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- ensure that all aspects of children's learning are fully promoted in staff's planning, including the full range of early learning goals in the areas of communication, language and literacy, and physical development
- further extend the range of strategies used by the staff to help foster children's good behaviour, and make certain these are consistently applied
- complete regular assessments of the pre-school's strengths and weaknesses.

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.