



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133086

DfES Number: 510589

INSPECTION DETAILS

Inspection Date 21/06/2004
Inspector Name Karen Louise Prager

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sunshine Pre-School
Setting Address United Reform Church
Frome Road
Bath
BA2 2QG

REGISTERED PROVIDER DETAILS

Name The Committee of Sunshine Pre-School

ORGANISATION DETAILS

Name Sunshine Pre-School
Address United Reporm Church
Frome Road
Bath
BA2 2QG

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 Pre-School has been registered since 1978. It is held in a sole use room in the United Reform Church buildings on the busy Frome Road in Bath. It serves the Odd Down community and is near the local primary schools.

There are currently 28 children from 2 to 4 years on roll. This includes 15 funded 3-year-olds and 13 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language

The group opens five days a week during school term times. Sessions are from 09.15 until 13.15.

Five part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Sunshine Pre-school provides good care for children. There is a warm and welcoming environment for the children in which good standards of hygiene are maintained. The group develops good relationships with the children and they are happy and settled. The children have easy access to toys and equipment and the group organises the available space well.

Staff have a generally good understanding of safety issues and effectively promote children's good health. Fire safety equipment is in place. The staff understand their role in the protection of children and make this information available to parents. The staff hold sufficient recognised qualifications, and have contingency plans in place to cover staff sickness.

The group has a consistent daily routine for activities, quiet times and physical activities, which help the children feel secure. The group provide a broad range of activities and play materials for the children being cared for. The provision for children with additional needs, with regard to written records, plans for development and consistency of care is able to be further developed.

Staff allow time for listening and talking, and their active involvement in playing with the children further encourages the development of concentration and skills which are appropriate to the needs of individual children. Staff use a variety of appropriate strategies, such as regular praise, to encourage good behaviour.

The group has good relationships with parents. They share information about the children and discuss activities and children's achievements regularly. The group informs parents what has happened during the session verbally at the end of the day and when the child leaves to attend school with a written report. The group's written policies are available to parents.

What has improved since the last inspection?

Several actions were agreed at the previous inspection and satisfactory progress has been made in addressing them. Documentation has improved through details of a nominated person now being put forward to Ofsted. Children's safety has improved through the nomination of a trained member of staff with responsibility for child protection issues, the fish tank and toys being made safe, and procedures for the checking of staff being further developed. All staff now have a suitable induction, though this is not recorded.

Staff have considered implementing a keyworker system and at present do not feel this is appropriate for their group. The matter will be reviewed regularly in order to offer a suitable level of support to the children and their families.

What is being done well?

- Staff value training and regularly attend local short courses enabling the development of the provision.
- There is a good range of equipment available for the children which supports their learning and development.
- Staff actively encourage the promotion of good hygiene and good procedures are in place to care for sick children.
- Documentation is accessible and policies and procedures are available to staff and parents and carers, and newsletters are regularly issued.

What needs to be improved?

- the hazard analysis and risk assessment of the premises and procedures to identify actions to be taken to minimize identified risks

- the provision for all children with additional needs, with regard to written records, plans for development and consistency of care.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

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

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
6	Conduct a hazard analysis and risk assessment on the premises and procedures identifying actions to be taken to minimize identified risks.

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

How effective is the nursery education?

Sunshine Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage the children very well and have good relationships with them. They plan a variety of activities and understand what the children can learn from them. They organise the indoor space and resources well to create an accessible learning environment in which children increase their independence.

Staff give individual children a good level of support and all children are encouraged to participate in the full range of activities. The staff actively develop children's language, by maintaining a dialogue with them and asking questions which encourage children to think and talk about what they are doing. However, activities are not always presented to provide challenge to all children, particularly in aspects of mathematics and creativity. Staff assess children's learning against the stepping stones and early learning goals and informally use this information to plan what children should do next. They keep records, which provide a clear picture of children's progress to share with parents.

The leadership and management of the pre-school is generally good. The supervisor has been particularly effective in developing a committed staff team who have a collaborative approach to their work. She acts on advice and encourages staff development.

The partnership with parents and carers is generally good. Parents spend time talking informally to staff about their children and are informed about forthcoming events in the group. Parents are encouraged to spend time in the group and to continue the children's learning at home. A parent's session is held once a term to inform them about their children's progress.

What is being done well?

- Personal, social and emotional development is being done well. Children are confident and well behaved and the children develop good relationships with staff and the other children in the group.
- Children's spoken language is developing well. Children are confident speakers and enthusiastically talk about their activities.
- The partnership with parent is highly valued by the group. The relationship between staff and parents is open and friendly. There is regular exchange information and parents are encouraged to help with group sessions.

What needs to be improved?

- opportunities to count and calculate through every day activities
- opportunities to make resources using their own choice of methods and material
- opportunities to broaden children's thinking, through the extension of activities.

What has improved since the last inspection?

Improvement since the last inspection is generally good. The staff have increased the resources throughout the setting to allow children to more freely practise mark making and writing skills. The programme for knowledge and understanding of the world has been extended to encourage the children to explore features of natural and man-made objects through topic work. Resources, which develop skills of cutting, joining, folding and building have been made more available, though there continues to be limitations which restrict children's own choice of materials. Some progress has been made in using the assessment of children in the planning of activities, though this is not recorded. Parents are encouraged to contribute once a term on their observations of what children have learnt over the previous term. This information is used to inform staff, though again not recorded in future plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are increasingly settled and confident within the group. They play well individually and in small and large groups. They are developing good concentration skills and frequently persevere for extended periods of time to complete activities. They are very caring and supportive of other members of the group and frequently help each other and offer support and assistance to their peers. There are, however, missed opportunities to extend children's independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and enthusiastically talk about their activities. They listen well and ask appropriate questions. They enjoy books and are developing an understanding that print carries meaning. They are able to recognise their own names. Children are beginning to link sounds and letters. Some opportunities to write are offered, although this area is not extended.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have good counting and number recognition skills. They enjoy singing number rhymes. They can count to ten and many beyond this. Children can recognise shapes and have regular opportunities to construct using different shaped items. They can match and compare shapes, use appropriately use language of size. Children have limited opportunities to develop problem solving and calculation skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have frequent opportunities to learn about their local and wider environment. They participate in themed activities that introduce them to different cultural experiences and traditions. Children build regularly and confidently with construction equipment, however this is not extended to other forms of free construction. They use information and communication technology effectively to support their learning. They are developing a sense of time through daily routines and discussion.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are given regular opportunities to develop physical skills. Children move confidently and safely within the indoor and outdoor environment, skilfully negotiating furniture and obstacles. Some outdoor activities lack choice and freedom. Children are familiar with appropriate hygiene procedures e.g. hand washing. Children have regular opportunities to use a range of small and large equipment and do so confidently and with increasing competence.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children express their imagination and creativity using a variety of media and materials e.g. role-play, painting, drawing, music and movement. They use props and create scenarios to enhance their role-play. They use materials to create pictures and models in 2D and 3D, though there are limited opportunities to be creative using their own choice of methods and material.	
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

- increase opportunities to count and calculate through everyday activities
- increase opportunities for children to be creative using their own choice of methods and material
- broaden children's thinking through the extension of activities.

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.