



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119757

DfES Number:

INSPECTION DETAILS

Inspection Date	04/06/2003
Inspector Name	Lilyanne Taylor

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sunbeams Pre-School
Setting Address	St. Mary's Church Hall High Street Carisbrooke Isle of Wight PO30 5NT

REGISTERED PROVIDER DETAILS

Name	Mrs Melanie Jane Lacey
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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

Sunbeams pre-school operates from a church hall in the village of Carisbrooke, which is near to the main town of Newport on the Isle of Wight. The pre-school mainly operate from one room within the hall.

The pre-school provides a service for all children who mainly live in the Carisbrooke and surrounding area.

There are currently 18 children aged from two years to under five years on roll. This includes seven funded three year olds and four funded four year olds. Children attend for a variety of sessions. There are currently no children attending who have special needs or for whom English is an additional language.

The group opens five days per week during school term times Sessions are from 09:30 - 12:00 Monday and Friday, and 09:30 - 13:00 Tuesday to Thursday.

Five part time and two full time staff work with the children. Two have early years qualifications and three staff are currently on training programmes. The setting are able to receive support from the foundation stage advisory teacher from the Early Years Development and Childcare Partnership and from the Pre-school Learning Alliance.

How good is the Day Care?

Sunbeams pre-school provides satisfactory quality care for children.

The manager is suitably qualified and experienced to care for children and some staff and volunteers are working towards achieving suitable childcare qualifications.

Policies and procedures are in place which underpin the day to day running of the pre-school, though some of the statements written in the policies are not upheld in practice, and not all relevant documentation is in place. There is sufficient space available for the numbers of children, though this is not always organised satisfactorily or safely to meet the needs of all children. There is a high ratio of adults

to children each session. The pre-school staff offer a welcoming environment and atmosphere for all children, parents and extended family members.

Staff have an awareness to children's safety when on outings, though their awareness to safety when on the premises needs improving. Most areas for promoting the good health and hygiene of children are satisfactory. Staff are aware of children's allergies, and snacks provided promote healthy eating. Children are treated as individuals. Staff have a positive attitude towards caring for children with special needs and most staff have a suitable awareness to child protection arrangements and procedures.

A varied range of activities are provided for children, though these are not always planned and organised to meet the needs of all children. Procedures in place for the management of children's behaviour are not always effectively carried out by staff.

Staff have a good relationship with parents, they share information daily regarding the children and are welcomed into the pre-school to assist with the day to day running.

What has improved since the last inspection?

At the last inspection the pre-school agreed to

provide a named first aider;

carry out a risk assessment of outdoor play area to ensure play area is safe and secure;

three members of staff to fill in appropriate forms which would enable police checks to be carried out;

to develop observation records to help plan appropriate activities for the next steps in children's learning;

obtain area child protection committee procedures including contact details;

assess the suitability of the toilets and nappy changing facilities including cleanliness, and the safe and hygienic storage of potties;

assess current methods for storing dangerous substances;

assess current protection for heating.

there is now a named first aider;

the outdoor play area still needs to be risk assessed to ensure children can play safely;

staff have filled in forms to enable police checks to be carried out;

observation records have been developed, but have not been used to help plan

appropriate activities for the next steps in children's learning;

area child protection committee details and contact numbers have been obtained;

toilet facilities have been assessed, areas of improvement are still required;

dangerous substances are now stored in kitchen area out of reach of children;

protection for heating has not been addressed.

What is being done well?

- Children relate well to others and enjoy their play. (standard 3)
- Children are provided with a range of activities both indoors and outdoors, they are taken on regular walks and outings to local places of interest. (standard 3)
- Sufficient suitable safe toys and equipment are available to meet the needs of all children. (standard 5)
- Staff have a positive attitude towards caring for children with special needs, they are pro active in undertaking training, so children with certain specific needs may be cared for. (standard 10)
- Staff have a good relationship with parents and extended family members, they are welcomed into the pre-school and encouraged to have a role in the day to day running of the provision.(standard 12)
- The manager arranges home visits for parents who wish to discuss their child away from the setting, and support and advice is given to parents by all staff.(standard 12)

What needs to be improved?

- the procedures for appointing and vetting staff; (standard 1)
- the arrangements for protecting children from persons who are not vetted; (standard1)
- the effectiveness of the operational plan; (standard 2)
- the deployment of staff; (standard 2)
- the organisation of space: (standard 2)
- the support staff give to children to enable them to make progress in all areas of their development and learning; (standard 3)
- the way observation records of children are used, so planned activities meet the individual needs of all children; (standard 3)
- the safety within the toy and equipment storage area; (standard 4)
- the heating system; (standard 4)

- the accessibility of a telephone at all times; (standard 4)
- the availability of resources and equipment for planned activities; (standard 5)
- the safety of all areas of the premises; (standard 6)
- the procedures to be followed so the premises are safely evacuated in the event of an emergency at all times; (standard 6)
- staff's understanding and knowledge of health and safety for their working environment; (standard 6)
- the monitoring of access to the premises; (standard 6)
- the staff's awareness of the safety of the children; (standard 6)
- the procedures used for children's hand washing; (standard 7)
- the arrangements for first aid and the administration of medication; (standard 7)
- the way drinks are organised for children; (standard 8)
- the management of children's behaviour; (standard 11)
- staff's knowledge of child protection issues; (standard 13)
- the organisation and storage of documentation;(standard 14)
- how the procedures for a lost or uncollected child are known; (standard 14)
- the practices carried out by staff so that they uphold the statements written in the policies and procedures of the pre-school; (standard 14)

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
1	put in place effective procedures for appointing suitable staff.	01/09/2003
1	put in place arrangements to protect children from	01/09/2003

	persons who are not vetted	
2	ensure the operational plan of the pre-school is working in practice, and meets the needs of all children.	01/09/2003
3	devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs	01/09/2003
4	ensure that the premises are maintained at an adequate and comfortable temperature	01/09/2003
4	ensure children do not have access to the storage room	05/06/2003
6	conduct a risk assessment on the premises identifying action to be taken to minimize identified risks	05/06/2003
6	make sure that low-level glass panels are safe or inaccessible	08/06/2003
6	ensure fire guards are securely fixed to walls	05/06/2003
6	display written procedures to be followed in the event of a fire.	01/09/2003
6	put in place an effective system so access to the premises is monitored.	01/09/2003
7	obtain written permission from parents before administering medication to children	01/09/2003
7	keep a written record, signed by parents, of medicines given to children	01/09/2003
7	request written permission from parents for seeking emergency medical advice or treatment	01/09/2003
11	ensure the strategies which are in place for the management of children's behaviour are implemented by all staff	01/09/2003
14	ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times	01/09/2003
14	put in place procedures to be followed in the event of a child being lost or a parent failing to collect a child	01/09/2003
14	ensure all the policies and procedures which the pre-school works to are upheld in practice	01/09/2003

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

Std	Recommendation
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6	obtain literature to improve staff's knowledge of Health and safety requirements
6	increase staff's awareness to safety, so they are more vigilant and children are protected from accidents
7	ensure good hygiene practices are in place regarding hand washing
13	develop staff's knowledge and understanding of child protection issues

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

How effective is the nursery education?

The provision at Sunbeams Pre-school is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Children are confident and have developed good relationships with adults and other children in the setting. Their spoken language is developing well, they can express real and imagined experiences, for example during role play. The setting has a wide range of good quality resources, however the children are not able to access them independently.

Staff are inconsistent in their expectations and the boundaries they set for managing the children's behaviour. They have very little understanding of the early learning goals and are unclear what children gain from the activities provided. There is very little evidence of any planning, assessment and evaluation, consequently some of the activities do not meet the needs of individual children.

The manager is enthusiastic and committed to the running of the group. However there are no effective systems in place for monitoring and evaluating teaching, or the performance of staff. There is very little delegation of responsibilities to other members of staff, which leads to confusion and uncertainty when the manager is not present.

Parents receive information via the prospectus and regular newsletters. They are very supportive of the group, and are involved as volunteers and as additional help on outings. They are kept fully informed about their child's progress through daily verbal exchanges from staff.

What is being done well?

- Children's spoken language is developing well, they can express real and imagined experiences, for example during role play.
- Children are confident and have developed good relationships with adults and other children in the setting.
- Children demonstrate a good awareness of space, they skilfully negotiate obstacles during outdoor play, for example on scooters and bicycles.
- Children have a good understanding of where they live and the local environment, through walks to the castle and duck pond.

What needs to be improved?

- staff's knowledge and understanding of the stepping stones, early learning

goals and foundation Stage.

- planning, assessment and evaluation of all activities.
- monitoring and record keeping of children's progress within the setting.

What has improved since the last inspection?
This is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Provision for personal and social development has significant weaknesses. Children are confident and have developed good relationships with adults and other children in the setting. However children are unable to make independent choices, for example when dressing, using the toilet and accessing resources. The children's behaviour is often inappropriate, they do not receive consistent messages reinforcing positive actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Provision for language and literacy has significant weaknesses. Children's language is developing well, they can express real and imagined experiences, for example through role play. However more able children who can write their own names are not being challenged. Children are not able to recognise print carries meaning, for example, resources are not labelled and name cards are used infrequently.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Provision for mathematics has significant weaknesses. Children are recognising and are familiar with numbers 1-5. However more able children are not given the opportunity to extend their mathematical language and understanding of shape and number, for example at snack time; counting out cups and plates.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Provision for knowledge and understanding of the world has significant weaknesses. Children have a good understanding of where they live and their environment, through walks to the castle, village and duck pond. Children's access to information technology and programmable toys is limited, and they are unable to develop an understanding of other cultures and people.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Provision for physical development has significant weaknesses. Children demonstrate an awareness of space and move confidently, they skilfully negotiate obstacles during outdoor play, for example on scooters and bicycles. Children do not have regular access to malleable materials such as play dough. They are not given the opportunity to develop their understanding of how the body works, for example after exercise and the importance of healthy eating.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Provision for creative development has significant weaknesses. Children initiate and organise their own imaginative play, using puppets and role play. However children do not have frequent access to sand and water play. They do not regularly participate in group singing activities or to listen to music.
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase staff's knowledge and understanding of the Foundation Stage.
- implement an effective system to plan, assess and evaluate activities.
- implement an effective system to monitor and record children's progression.

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.