



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254296

DfES Number: 531074

### INSPECTION DETAILS

Inspection Date 30/06/2004  
Inspector Name Jane Louise Tallent

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Sunbeams Pre-school  
Setting Address The Village Hall  
Easthill Lane, Bramerton  
Norwich  
Norfolk  
NR14 7EQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Sunbeams Pre-School 1039587

### ORGANISATION DETAILS

Name Sunbeams Pre-School  
Address The Village Hall  
Easthill Lane, Bramerton  
Norwich  
Norfolk  
NR14 7EQ

## 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 sessions take place at Bramerton Village Hall, which is in a rural part of Norfolk. The group is open each morning between 9.30 and 12.00 during term time, and additionally between 12.30 and 15.00 on Mondays. Registration is for 18 children between the ages of two and five years old. This is a committee run group that has been operational since 1997. Children attending the pre-school come from Bramerton, Salhouse and surrounding areas. There are currently 39 children on roll, 20 of whom are in receipt of funding. Of these funded children there are ten who are four-years-old and another ten who are three-years-old. The group are able to accommodate children who have special educational needs and those who have English as a second language. The pre-school is managed by a qualified and experienced member of staff who is supported by a qualified and experienced deputy. Together they are supported by two other members of staff and assisted by parent helpers. The group receive support from an external link teacher and their Early Years Development and Childcare Partnership.

### How good is the Day Care?

Sunbeams Pre-school provides good quality care for children.

Staff are qualified and experienced in childcare. They have worked together for some time and have developed a positive, friendly, working relationship. The children's welfare is prioritised at all times and staff encourage the children to play co-operatively together within agreed boundaries. Staff take advantage of training opportunities that arise, in order to keep up to date with developments, and are able to meet together regularly as a team. They have a comprehensive set of policies although staff have not recently referred to these to remind themselves of less frequently used practice, such as the child protection referral route.

Safety is prioritised inside, and when the children play outdoors. The group are currently trying to negotiate greater independence for the children as they wash their hands, by being able to control the temperature of their hot water. Despite this the

children have many good opportunities to develop their independence. Staff work hard to succeed as they do in converting the village hall into a bright and interesting environment for children on a daily basis.

A wide range of good quality resources is available for children to explore as they play. Resources are clean, bright, in good condition and appropriate for the ages and stages of development of children who attend the group.

The partnership with parents and carers is positive. Parents are given sufficient information about the group, and regularly volunteer to help during sessions, in order to contribute towards the care of their children.

#### **What has improved since the last inspection?**

Since the last inspection the action raised has been implemented successfully. Consequently, all staff have submitted to enhanced CRB checks which further verifies their suitability to work with young children.

#### **What is being done well?**

- Staff are good at prioritising the children's safety. Each day they manage to create an environment which is child centred, welcoming, bright and stimulating. They select resources well to make sure that children are interested and are able to make choices.
- Organisation is efficient. The children feel confident with familiar routines, which assists them to take part in activities and effectively develop social skills through interaction with others.
- The staff are interested and provide a happy atmosphere where children can play, within set boundaries, that promote positive patterns of behaviour.

#### **An aspect of outstanding practice:**

Snack times are very well organised, happy and social occasions. The routine is familiar to the children who take full control of this part of the session by deciding when to take their snack, selecting their name, washing hands, finding a seat, choosing what to eat and drink and serving themselves. Adults contribute by facilitating the process according to individual needs.

#### **What needs to be improved?**

- child protection issues, based on Area Child Protection Committee procedures.

#### **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
13	Ensure staff are fully familiar with the referral route for child protection issues, based on Area Child Protection Committee procedures.

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

### How effective is the nursery education?

Sunbeams Pre-school provides generally good quality nursery education. Children are able to influence their play and learning as they choose from a varied range of resources that they are able to freely explore. This is balanced with some worthwhile focus activities to enable the children to make very good progress in personal, social, emotional and creative development and generally good progress in all other areas of their learning.

The quality of teaching is generally good. Staff are qualified, experienced and committed to providing a fun environment in which children can play and learn. They balance free choice with purposeful activities. Staff also demonstrate flexibility of approach in order to maintain the children's interest and help them to make progress. Occasionally some children's interests are not adequately recognised by staff in order for them to be developed.

A suitable structure for planning and assessments is identified. Staff have begun to use new assessment documents and are working on how to develop the assessments further in order to be able to use them to identify activities that are meaningful to all children. This includes recognising the need to create challenges for more able children.

The leadership and management of the nursery is generally good. Staff work hard to improve the education of children. Regular staff meetings, appraisals and policy reviews take place to begin to monitor and evaluate the effectiveness of the provision.

The group's relationship with parents and carers is also generally good. The staff and committee have devised an effective routine for sharing information which encourages parents and carers to read notices, help in sessions, and engage in informal conversations with staff on a daily basis. In this way both parties are able to make practical contributions towards their children's personal development and learning.

### What is being done well?

- The children's personal, social, emotional and creative development are given particular focus. This helps them to be sensitive, thoughtful and caring towards others, which is reflected in their behaviour and the friendships they are making. The children are making very good progress in these areas of learning.
- Relationships are excellent between staff and the children. This enables the children to feel valued and begin to believe in their own opinions. Consequently the children are gaining in confidence and developing good self-esteem

- Resources are of good quality and well used to support children's learning across the curriculum. Children particularly enjoy stories and are developing an interest in books. Both parents and staff support the children's interest in literacy through a shared library system.

#### **What needs to be improved?**

- reference to assessments in order to identify and provide challenges for more able children
- staff's ability to recognise some children's interest in numbers and writing and help them to develop their interest and make progress in these areas.

#### **What has improved since the last inspection?**

There was no action plan available for the inspector to see, however it is clear that the staff have made very good progress in addressing the first two action points raised during their previous inspection.

They are able to demonstrate through discussion, practice and planning that they understand their role and know what children are expected to learn from activities.

Routine group activities encourage children to build on their knowledge of sounds, letters and numbers as they observe weather patterns, count children and enjoy song and story sacks.

The third action relates to the abilities of children present during a previous inspection, and their ability to recognise, use and record numbers and solve problems. This is no longer applicable for the stages of development of this group of children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle well, show kindness and consideration, and as a consequence are making friends. Interaction is good and children behave well. They are all assuming some responsibility for their own personal care, and demonstrate this very well at snack times. Resources effectively support children's understanding of diverse cultures and beliefs and the children enjoy attempting to eat with chop sticks. They are learning to express their feelings and show excitement during 'song sack' activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident speakers. They have begun to make decisions, negotiate, and share their experiences during imaginary play. They enjoy stories in a group situation and when read to individuals. Some children have begun to link sounds to letters and realise that words have meanings. Most children are able to recognise their name cards when shown. They are familiar with stories and most are able to recreate them in other elements of the curriculum such as their group collages.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children practise counting each other during routine activities and are beginning to estimate effectively as they guess if there are more boys or girls present. Staff use mathematical language across the curriculum, during games and in imaginary role play situations to describe shapes, patterns and sizes. Children have begun to use simple addition and subtraction in action songs and familiar routines. They play board games to improve memory and help with pattern recognition.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Opportunities for children to explore their environment are given good priority through arranged outings and making observations of rabbits and ducks in their natural location. The children grow sun flowers and care for them in their outdoor play area. They learn about cultures and festivals in topics and show sensitivity towards other children. They are provided with frequent opportunities to build three dimensional buildings to begin to see how things work. They also have access to a computer.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children are developing spatial awareness through activities where they are required to move with control. Their co-ordination and manipulative skills are developing well and they are able to pedal on tricycles and climb on large apparatus. They show good control of their hands and fingers when connecting puzzle pieces. They use appropriate grip to hold paint brushes, scissors and glue sticks. The children are learning how to keep healthy and share some responsibility for their own care.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

The children use a variety of materials to communicate their ideas and explore textures, colour, shape and form. They enjoy imaginary role play and dress up to go on picnics during imaginary play. Their sensory development is well supported as they discover corn flour, snow and clay. Group collages and paintings are displayed to value the children's creative talents and serve as points of reference. Children like to join in songs and have some opportunities to make their own music and dance.

**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**

- introduce an effective way to monitor children's assessments and provide appropriate challenges for more able children
- recognise when children become interested in recreating numbers and writing letters, and provide opportunities for them to make progress in these areas.

*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.*