

Sunshine Under Fives Pre-school

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

Sunshine Under Fives Pre-school is situated on the south side of Bristol in Knowle. The group is privately run and opened in 1995. The group is registered on the Early Years Register to care for up to 26 children at any one time from two years to under five years. There are currently 53 children on roll, of whom 49 are in receipt of early years government funding. The group supports children for whom English is an additional language and children with special educational needs and/or disabilities.

The pre-school operates in the church hall situated at the rear of St Gerard Majella Church. The group have use of the building, which consists of a large hall, kitchen, toilets and an outside enclosed garden. The pre-school is open Monday to Friday for two sessions a day, except for Tuesday afternoons, 39 weeks of the year. The morning session is from 9.15am until 11.45am, a lunch club runs from 11.45am until 12.15pm, and the afternoon session is from 12.15pm until 2.45pm.

The owner employs seven members of staff, all of whom are qualified to a level 3 childcare qualification. The owner has an early years degree and has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in relation to their starting points because of the expert care of the skilful and dedicated staff and their manager. Parents are highly valued as important partners in their child's learning and welcome the regular meetings with key persons. Each child is recognised as a unique person and their needs are identified and addressed accordingly. The owner/manager has made a careful reflection of the provision and has identified areas for development to enhance the provision, thus demonstrating a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending further opportunities for exploration and physical development in the garden.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded by knowledgeable staff and rigorous policies and procedures. There is a high awareness of the need to identify and document those adults authorised to collect children and those who may not. Staff attend regular training and have a secure knowledge of whom to contact should they have concerns about a child. Parents are given written information about the safeguarding policies in the welcome pack. The concise complaints policy includes contact details for Ofsted and the owner/manager. All visitors to the setting are identified and recorded. There are robust procedures in place to record any accidents children have and the treatment they receive. Children's medical needs are carefully recorded, parental guidance is sought and training accessed as necessary. Any medication administered to children requires written consent and guidance and is meticulously recorded. Children's safety is further secured by the robust risk assessments that are made regularly, with procedures amended accordingly. For example, the emergency evacuation wallet contains all necessary information to protect children should an emergency arise. All aspects of the provision including outings and activities are included. The abundant range of toys and resources, natural, recycled and bought, is made freely accessible to children who quickly learn to choose the equipment and materials needed to support their play and progress their learning. Boxes are labelled with photographs and clearly scripted labels, describing the contents and promoting children's understanding that marks have meanings.

Children's individual care, learning and development needs are identified through the strong relationships built with parents who are valued as important partners. There is a thoughtful transition period when children first attend that involves parents. Key persons work hard to keep parents fully informed of children's progress. Key persons meet with parents every term to share learning diaries and discuss future learning, and parents contribute their comments and share observations of children's progress. Learning diaries are carefully monitored by the manager who has recently become involved in a local project to moderate learning records to promote consistency across settings. Staff respond positively to the individual needs of children; for example, all children learn simple signing, which supports individual children and provides others with a second language. Key persons work in close partnership with other settings to support children and their families when extra help is needed.

Leadership and management is strong. The owner/manager shares her vision with a skilled and enthusiastic staff group to provide a happy and stimulating environment where all children can make good progress. Staff enjoy opportunities for continuing staff development and their skills are fundamental to promoting children's learning and development in all areas. The manager has made a very reflective evaluation of the pre-school, which she shares with staff and invites feedback from parents. They have decided to further improve the outdoor play area to provide new challenges for children's physical development and further children's knowledge and interests in the natural world. All recommendations from the last inspection have been addressed and as a result

the significant improvements and continuing developments demonstrate a very good capacity for continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children enter the large playroom excitedly and immediately spot their friends and engage with exciting activities. They chat with staff about their homes and families and share news of family events. They make extremely good progress in relation to their starting points and are very well supported by highly skilled staff who promote learning very effectively through children's own interests and play. The whole staff group meet regularly to discuss plans for activities based on the next steps in learning identified for individual children, and observations of their interests documented in their learning diaries. These diaries are very well documented with carefully written observations of children's achievements, photographs and examples of their work. Key persons use these to identify next steps in learning and children's own interests. Through excellent interactions and sensitive interventions, children's own play is challenged and extended. For example, one group of children decides to have a puppet show. They work together well and plan out a story with the help of a member of staff. One child decides to make tickets and engages with another member of staff to discuss and decide the best way of making tickets; he finds some perforated paper, decides whether to write names or numbers and organises the audience. Children create their own story with puppets and explain about bees visiting flowers to make honey as part of the story. Thus, through one freely developed activity children demonstrate their learning in all areas. They learn about their community and the wider world through interacting with different groups. For example, they took part in a project to plant daffodils in a local park; parents also became involved and thoroughly enjoyed seeing their children contributing to the greater good. Children learn about other peoples' lives through celebrating festivals, learning sign language and finding out about different families and languages that others use at home. Children are enthusiastic and eager to learn, and share a real joy in their achievements with the dedicated adults around them.

Through well planned activities children learn about healthy lifestyles. They learn about growing food through their visits to a local allotment and enjoy healthy and nutritious snacks. Staff offer guidance about healthy eating lunch boxes for those who attend lunch club. The large hall, secure garden and visits in the local community ensure children benefit from physical exercise and enjoy fresh air. They are well supported to develop good independence skills and recognise their own physical needs, for example, when helping themselves to a drink of water or taking themselves to the toilet. They learn to keep themselves safe when practising the fire drill or crossing roads on their trips. Children behave very well, and through sensitive and positive behaviour management, learn that their behaviour may affect others. Staff involve children in contributing to the setting; they help to tidy away and share ideas for activities. Parents are very pleased with the setting and comment favourably about their sense of value and belonging, established through positive relationships with staff and their flexible approach to family needs.

Children are happy, confident and enthusiastic learners with an appetite for exploration and discovery. These skills will support them very well in their future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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