

Sunshine Daycare

Inspection report for early years provision

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Inspector

Jim Bostock

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sunshine Daycare was registered 2007 and is run by Pennywell Neighbourhood Centre, which is a committee run voluntary organisation. It is based in two designated play areas and the adjacent Early Years Foundation Stage Unit within Highfield Community Primary School in Ford Estate, Sunderland. Children have access to two secure enclosed outdoor play areas. The setting is an integral part of the Highfield Children's Centre which provides additional services for families, for example, a toy library, safety equipment loan scheme, access to training for parents and carers and support regarding health and other family issues. A maximum of 48 children under eight years may attend the setting at any one time, and of these, not more than 12 may be under two years at any one time. The setting currently takes children from three months of age and also offers care to children aged eight years to 10 years. The setting is open Monday to Friday from 8am to 6pm for 50 weeks of the year, closing during the Christmas holiday period.

There are currently 66 children on roll. Of these 65 are under eight years and of these 57 are within the early years age range. The setting is not in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff who work directly with the children. Of these, the childcare co-ordinator holds a relevant qualification at level 4, the manager and deputy hold a qualification at level 5 and the remaining six staff hold a qualification at level 3, all in early years. The setting receives Qualified Teacher support as well as support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel valued and enjoy the experiences offered because staff successfully provide a happy, caring, welcoming and inclusive environment. They make good progress towards the early learning goals through a varied and interesting range of activities which cover most aspects of learning well. The setting is effective in meeting the needs of all children, including those with special educational needs and/or disabilities and those who speak English as an additional language. The staff team has a passionate commitment to the ongoing development of the quality of the provision. This, coupled with secure self-evaluation procedures, means the setting demonstrates good capacity for continuous improvement to set high standards in the care and progress of the children attending.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further parents' involvement in the ongoing observation and assessment of their child's learning and development, especially at the start of their placement.

The effectiveness of leadership and management of the early years provision

Systems and procedures for ensuring that children are safeguarded are thorough, up-to-date, and staff are very knowledgeable about safeguarding issues. Good risk assessments ensure the environment is safe for children. All necessary policies, records and procedures are in place and are used effectively to promote children's welfare. Children are protected as the well-qualified staff team supervise the children at all times. Planning, observation and assessment are used very well to provide children with quality experiences which ensure they make good progress and develop in a happy and safe environment.

Very positive links with parents and carers ensure that children's care and progress needs are well met. One parent summed up the care provided as 'brilliant'. However, parent and carers' involvement in the ongoing observation and assessment of their child's learning and development, especially at the start of their placement, is less well developed. This impacts on their involvement in helping children to progress.

Detailed systems of self-evaluation ensure that the manager and staff are driving improvement. The manager and staff are passionate about the setting and have achieved many successes, such as accreditation for the 'I can Early Talk' scheme. Children with special educational needs and/or disabilities and those who speak English as an additional language are effectively supported to develop and progress through these schemes and from the 'Spike' scheme to promote attendance. A good equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background.

An excellent range of high quality resources, toys and playthings are wonderfully organised with high quality adult interaction in a modern, colourful environment. This helps the service to be inclusive and supportive of all children. The setting enjoys an exceptionally positive and constructive dialogue with the primary school, children's centre and other early years providers, to ensure that there is a consistent level of understanding for the needs of all children who attend.

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

The setting is most welcoming, with very warm, friendly, attentive and interested staff who listen to the children. Relationships are very warm and caring so that children develop an excellent sense of being a respected member of the group. The exceptional behaviour of the children is evident. It is due to the full respect

and inclusion of children in all aspects of the care and learning experience. Adults supervise very well, model accepted behaviour and consistently respond to children with affection and interest. Children learn about healthy lifestyles. They clearly understand the importance of washing their hands before eating. They demonstrate very good table manners because adults provide positive role models, initiate conversations and reinforce appropriate behaviour through praise. Relationships between all children are excellent and they confidently access the activities which they find exciting and enjoyable. For instance, whilst playing outside children cooperate as they dig for worms and take turns carrying each other on the two-seater trike. Children listen to staff and readily line up at the door before going outside in a 'train'. This helps children to develop the necessary personal and social skills to support their future economic well-being.

Adults' friendly and active involvement in games and activities makes learning fun and enjoyable. Staff plan activities so that children thoroughly enjoy their play whilst they have every opportunity to progress in the six areas of learning. They provide them with excellent opportunities to use a range of resources in the school playground, including bikes and scooters, role play, painting, sand play and climbing equipment. The children use the resources safely and responsibly and enjoy their time outdoors.

Children have many opportunities to appreciate a range of diverse backgrounds and experiences. For example, there is a range of ethnic dolls and activities related to culture and festivals to stimulate children's interest and help them to develop respect for each other and for people living in different contexts. Other resources and activities are thoughtfully arranged to stimulate interest and support sound progress in the development of knowledge and understanding of the world. For example, children have free access to the computer and other information technology equipment. Babies and toddlers particularly enjoy heuristic play by banging on pots and pans. Older children enjoy exploring the dens and wigwams. Children count regularly and develop good speaking and listening skills.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met