

St Pauls Sunbeams Pre-School

Inspection report for early years provision

Unique reference number	137361
Inspection date	07/03/2011
Inspector	Liz Coffey
Setting address	St Pauls Church Hall, Hamlet Road, Upper Norwood, London, SE19 2AW
Telephone number	020 8249 2751
Email	
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

St Pauls Sunbeams Pre-School opened in 1993. It operates from a community hall on church premises. It is situated in a residential area in Upper Norwood. A maximum of 24 children may attend the pre-school at any one time. The pre-school opens Monday and Tuesday from 9.45am to 12.15pm and Wednesday, Thursday, Friday from 9am to 12 noon, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged two to under five years on roll. Of these, 28 children receive funding for early education. Children mainly come from the local area. The pre-school currently supports a number of children with special educational needs and/or disabilities. The pre-school employs four members of staff. Of these, two hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are treated with warmth and respect in a welcoming environment. They respond well to the care and support they are given and make positive progress in their learning and development. Staff provide a fully inclusive service, supporting all children to participate in activities which meet their individual interests and support their development. Good partnerships with parents help ensure that children's needs are met well. Partnerships with other settings such as schools that children move onto at the end of their time at the nursery are well established. Although systems of self-evaluation are still in their infancy, the manager and staff team demonstrate a commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve the information for parents and visitors regarding access to the setting.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding children. Robust recruitment and vetting procedures ensure that staff working with children are suitable to do so. Written safeguarding procedures are in place and staff are aware of the

procedures to follow if they have concerns about a child. Staff are vigilant in ensuring children are well supervised at all times. Risk assessments and daily checks of the hall and areas used by children are completed to ensure hazards to children are identified and minimised. Staff are well aware of the fire evacuation procedures, so children can be evacuated from the premises quickly and safely. Security at the setting is sound. However, there is a lack of information or signage directing parents and visitors to the pre-school entrance. The staff team are keen to address this issue.

Staff have appropriate qualifications and their good knowledge of each child's needs ensures their welfare and learning are well promoted. They access regular training to enhance their childcare practice. There is a good range of toys and equipment available and children are able to self-select from easily accessible resources. All required policies are in place for the safe management of the nursery. The management and staff team have begun to identify the strengths of the nursery and consider areas for development. They are keen to fully utilise systems of self-evaluation to further improve outcomes for all children and their families.

Parents are greeted in a friendly manner as they arrive and are welcome to spend time at the setting with their child. Written and photographic observations linked to the early learning goals are completed on all children and shared with parents. These are used by staff to plan for next steps in children's learning taking into account their individual likes and dislikes and preferred learning styles. Parents are also provided with regular newsletters which provide information about current topics the children are involved in and advice on how they can support their children in their learning. Transition between the setting and schools which children move onto is well managed with good communication and sharing of information between all adults involved in the children's care and development. The staff are committed to providing an inclusive environment for all children. Good systems are in place for supporting children with special educational needs and/or disabilities. The team work closely with other agencies such as early years advisors and speech and language therapists to identify and support all children to develop to their full potential.

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

Staff have a good understanding of the Early Years Foundation Stage. They plan and provide a range of adult-led and child-initiated activities that help support children in reaching the early learning goals. Children make good progress in their learning and development because staff provide activities that build on their interest and provide sufficient challenge and opportunities for children to develop new skills. Linguistic diversity is valued and children who speak English as an additional language are supported both in their first language and in acquiring competence in English. Children benefit from a very good range of resources, experiences and activities. The staff team are well organised and plan the session well to ensure time for small and large group activities and one-to-one work with

children. Written and photographic observations of children's achievements help to evidence how well children are achieving in line with the early learning goals. Observations are used to plan for next steps in individual children's learning and are shared with parents.

Children are settled and eagerly engage in the wide range of activities available. They participate well and are enthusiastic and keen learners. Staff demonstrate a good understanding of the children as individuals and provides activities accordingly, so they offer appropriate challenge. Children are able to explore and select resources independently. Children benefit from a welcoming environment where very good relationships with the staff are established. If a child becomes upset, staff offer comfort and support and help the child express what is troubling them. As a result, children feel safe and secure in the setting. Children are aware of the expectations and boundaries in place and they are extremely capable of making their needs known. This enhances their sense of security and well-being.

Staff give meaningful praise and encouragement to children. Their efforts are acknowledged and their achievements celebrated. Children form good friendships and bond well with their peers. They enjoy dressing up and their imagination and language skills are fostered as they use the props and equipment to set up an impromptu dentist surgery which then changes to a hairdressers as their game progresses. Regular outdoor play and activities are included in the routine and children benefit from plenty of fresh air and physical activity, promoting their understanding of healthy lifestyles. They make very good use of the enclosed outdoor area where they ride bikes and cars, play with the sand and use the climbing equipment. They explore and learn about the natural environment as they search for minibeasts and develop their language and understanding of new concepts as they watch their shadows grow and fade in the sunshine. Weekly dance classes also help children develop their coordination and dexterity and promote language and mathematical skills as they count steps, follow instructions and learn the names of different types of dance. Children adopt good hygiene routines when they wash their hands before they eat, and after using the toilet. They use tissues to wipe their nose and know to dispose of these carefully in the bin helping reduce the risk of cross contamination. Children benefit from freshly prepared snacks such as fresh fruit and develop their social and conversation skills as they sit in small groups at the table sharing the fruit and chatting with the staff and each other.

Children's creative skills are nurtured as they paint, draw and colour using an assortment of resources such as stamp sets, brushes, sponges and stencils. They eagerly explore and use a range of malleable and natural materials such as playdough, sand and water. Staff extend activities well, talking to the children about what they are doing and asking questions that help to extend their language and reasoning skills. Children learn to operate simple machines such as the compact disc player. They develop confidence in using information and communication technology and demonstrate good mouse control when playing learning games on the computer. Children mark-make with pleasure using writing materials which are easily accessible to them and some older children are able to form recognisable letters and write their names. Parents are encouraged to support their children's learning at home, with staff keen to share advice and ideas on how this can best be achieved. For example, a book club has recently been

established where parents can obtain books to share at home with their child, helping foster good links between home and the setting and encouraging parents to read and share stories with their children. Overall, children develop very good skills for the future.

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	3

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	3
The effectiveness with which the setting deploys resources	2
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	3
The effectiveness of partnerships	2
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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