

# Sunshine Pre-School

Inspection report for early years provision

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**Unique reference number** 133086  
**Inspection date** 14/03/2011  
**Inspector** Michelle Tuck

**Setting address** United Reform Church, Frome Road, Bath, BA2 2QG

**Telephone number** 01225 837202

**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

Sunshine Pre-School registered since 1978. It operates from two rooms in the United Reform Church buildings in the city of Bath.

There are currently 26 children from two to four years on roll. The group are registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Pre-School may care for no more than 24 children from two years to the end of the early years age group at any one time.; of these, not more than 4 may be under 3 years. The pre-school is in receipt of nursery education funding for three and four year olds.

The group opens five days a week during school term times. Sessions are from 9.15am until 1.15pm including a lunch club.

There are four full-time members of staff who work directly with the children. All the staff hold an early years qualifications to NVQ level two or three.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school successfully meets the needs of all children through recognising them as individuals to provide a fully inclusive, welcoming and caring service. Children make good, and often very good, progress in their learning and development as they enjoy their time in the group and are eager to be actively engaged in the choice of interesting play activities. Required documents are available and, overall, children are well cared for in an environment where their safety is maintained. The staff work in close partnership with supporting agencies and other providers to ensure that children's learning and welfare needs are met. In-depth reflection ensures that plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

## What steps need to be taken to improve provision further?

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

- develop further children's understanding of good hygiene practices to prevent the spread of infection, especially when they have a cold
- further develop children's learning journals to consistently include plans for next steps in learning

## **The effectiveness of leadership and management of the early years provision**

The staff team are appropriately vetted to ensure their suitability. Policies and documentation are revised to reflect the good practice in the group. Staff have a secure understanding about the procedures for safeguarding in case of any concern about a child. Risk assessment is ongoing so that the play environment is kept safe through the adults' vigilance and high adult: child ratios. As a result, children move freely around the room which is well divided into areas to give a feeling of security. Good ranges of high quality resources are attractively arranged for the children to use as they wish. These are rotated regularly to effectively stimulate children's interest. Effective use is made of some accessible storage to enhance their learning, for example choosing writing materials, and to take responsibility for their own creations.

The staff are well qualified and motivated to attend additional training to further develop their practice and outcomes for children. They work particularly well together as a team, being effectively deployed to support the children's interests and ideas. This means that good use is made of each adult, including rota helpers, as they support individuals and groups by moving around where needed. As a result, the pre-school has the highest regard to promoting equality and diversity so that all children's learning and welfare needs are individually considered. Staff actively seek and follow professional advice from local agencies where this is required.

Partnerships with parents and carers are strong. There is good exchange of information between the parents and the group which enables staff to successfully meet children's individual needs. Ongoing information is shared through informal feedback at the end of the session, regular newsletters and accessible records. Parents discuss the termly assessments with the children's key persons and further contribute to their child's learning records. Parents speak highly of the quality of care their children receive and staff provide questionnaires to the parents and encourage their suggestions. Where children attend other registered settings, very good links have been built with these providers. This is to ensure that all adults involved with the children contribute to the continuity of their learning and care.

The pre-schools leader and staff team are highly committed to driving improvement. Rigorous self-evaluation is ongoing, clearly showing how the group are progressing and developing. Good use is routinely made of rigorous monitoring so that areas of weakness have been systematically tackled through building on areas of strength. Target setting is realistic and challenging; consequently, outcomes for children are good.

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

Children arrive happily at the pre-school; warm interactions and reassurance from staff help them to settle well. Children are highly motivated by the attractive range of activities and play opportunities that support all areas of their learning. They select toys and activities to use in their own way, which supports their growing independence. Children well develop their imaginative skills as they take on different roles in the home corner. They concentrate for long periods to complete puzzles or when making their creation of 'The Gruffalo' from cardboard boxes. Children respond well to extending questions. They have good opportunities to practice their counting and calculating skills, recognising which number is the highest. Children become very independent and can see to their own needs, such as dressing for outdoor play and taking responsibility for counting out cups at snack time and pouring their own drinks.

Staff carefully plan indoor and outdoor activities based on their close observations of the children's activity and their expressed interests. They have a secure understanding of the Early Years Foundation Stage to support children's learning through their play. This means that all children make good, and often very good, progress towards the early learning goals. Their achievements are observed and recorded in detailed learning journals, although sometimes their next steps are not recorded. Their key persons have a secure understanding about the children's ages and stages. As a result, they effectively support individuals to gain self-esteem and competently monitor their progress towards the early learning goals.

The children's good health and well-being are effectively promoted. Their understanding of hygiene is actively fostered, for example through discussions about germs and healthy eating. However, children do not always cover their mouth when they sneeze or wash their hands after wiping their nose. Active play, indoors and outdoors, encourages children to develop their physical skills as they run freely, balance, and develop their physical control, including the manoeuvring of wheeled toys. Children gain a good understanding of how to keep themselves safe; they practise leaving in an emergency, and handle different items with increasing control, such as scissors.

Children gain good skills for the future. They confidently make decisions and willingly take responsibility, for example, to tidy the play areas. The adults have a calm and friendly manner and are positive role models. Staff are highly consistent as they praise, encourage and explain in ways that are fully appropriate to the individual's age and understanding. Children benefit from the staff's obvious enthusiasm and offers of close interaction and involvement in their play. Their language development is well fostered as they talk with adults throughout the sessions. They gain good early reading and writing skills to recognise and write their names. They have free access to mark making materials in the writing area. Children thoroughly enjoy using technology to support their learning, choosing computer programs and confidently asking for the camera to take a photograph of their creation. Children gain good self-help skills and are confident to make

decisions so they are well prepared for transition from the pre-school to school.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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