

Sunshine Corner Pre-School

Inspection report for early years provision

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13/06/2011

Inspector

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Setting address

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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 Corner Pre-School opened in 1970. It operates from two ground floor rooms in the Village Centre Community Hall in the village of Stoke Poges. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday, term-time only from 9am to 3.30pm and children can attend for a variety of sessions during this time. All children share access to a secure, enclosed outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may care for no more than 26 children under 8 years, of these, no more than 26 may be within the early years age range. There are currently 70 children on roll within the early years age range and a number of children receive funding for nursery education. Children come from the village and surrounding area. The pre-school currently supports children with special education needs and children who speak English as an additional language.

There are eight members of staff employed to work directly with the children including the manager. Of these, four hold appropriate early years qualification and two members of staff are currently attending further training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are making good progress in their learning and development as staff are knowledgeable and well organised. Effective partnerships with parents/carers and others are in place, which benefit the children. In the main, children's safety is well promoted and the required documentation and policies are in place. Self-evaluation is comprehensive and reflective, which means that the setting continue to identify and improve all aspects of their childcare service to benefit the children. The setting offers a stimulating and welcoming environment that reflects the children's backgrounds and wider community.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

27/06/2011

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

- refine the systems for observing and assessing the children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment, this is due to the fact that staff have a good understanding of safeguarding issues. For example, they are clear of the possible indicators of abuse and the procedures to follow should they have concerns and there is a designated person in place to deal with safeguarding issues. Effective risk assessments are in place for outings and for the premises, and written records are maintained. The staff are well deployed which ensures that the children are safe and well supported. In addition, the setting has in place robust recruitment and vetting procedures. For example, students and new staff are subject to an induction process which includes ensuring that they are aware of the setting's policies and procedures in relation to child protection and safeguarding. Adults who have not been vetted are not permitted to have unsupervised access to the children. Most of the records required for the safe and efficient management of the setting are in place to ensure all children's needs are met. However, written consent has not been obtained from all parents for the seeking of emergency medical treatment. This is a partial breach of a specific legal welfare requirement.

The staff team work well together and there is a common sense of purpose between them, which ensures that all children have the opportunity to learn and to reach their full potential. The manager has implemented successful systems to monitor the effectiveness of the setting, which are continuously reviewed and future targets identified to benefit outcomes for the children. For example, equipment and resources were purchased for the outdoor area. The views of all staff, parents and carers have been sought. For example, regular staff meetings take place to evaluate and reflect on practice issues and parents contribute their views through the committee meetings. The manager recognises the importance of ongoing professional development and the staff are encouraged to attend regular training courses. In addition, they are supported in developing their professional qualifications. As a result, staff develop their skills and knowledge which impacts positively on their ability to improve outcomes for children. The setting has addressed the recommendations from the previous inspection; thereby ensuring children's learning experiences are further supported.

Equality and diversity is well supported within the setting and children are helped to feel included and valued. For example, staff talk to the children in a respectful manner and take time to listen to them. The children are provided with a wide range of good quality equipment, toys and resources which challenges and interests them. They are able to make choices in their play and readily help themselves to toys and equipment that is set out for them. A range of festivals are acknowledged, such as Chinese New Year, Christmas and Eid. Consequently,

children are supported in developing an understanding and respect of the different cultural backgrounds of their peers and people within the wider world.

The setting has well-established partnerships with the local schools in which the children will attend. For example, teachers are invited to the setting to meet the children and to talk to the staff. In addition, transition documents relating to the children's learning and development are forwarded onto the schools that the children will attend. Consequently, children's achievements and well-being is fully promoted as they progress towards the early learning goals. Parents and carers are kept well informed about their children's achievement, well-being and development. For example, regular meetings take place with the parents to discuss the children's development and informative newsletters are issued periodically. Children and parents are actively involved in fundraising events, such as sponsored walks and treasure hunts. This enables the setting to purchase good quality resources to benefit the children's learning experiences. Feedback from parents and carers is positive and all those spoken to state that they are very happy with the setting and that the children are happy and well cared for.

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

The setting offers a stimulating and welcoming environment that reflects the children's backgrounds and wider community. For example, resources and visual images reflect diversity. Children are provided with challenging learning opportunities both in and out of doors, with a balance of adult-led and child-led activities. For example, children spend considerable periods of time constructing models using bricks and they introduce dinosaurs and people into their play which fosters their imaginative skills and development. The staff provide children with activities that are well planned and based upon their knowledge of the children. The systems for observation and assessment continue to develop and evolve but need some refining to further secure children's learning outcomes.

Children's competency in communicating, speaking and listening are developing appropriately. Children are eager to participate in conversations with adults and their peers and are beginning to negotiate and take turns when speaking. For example, children eagerly talk to adults about their play and their previous visits to the hairdressers. Children enjoy having stories read to them in groups or individually and are beginning to understand that print carries meaning. Children are provided with a selection of resources that enable them to practise their early mark making skills, such as pencils, crayons and a selection of painting tools. Staff encourage the children, clarify ideas and ask open-ended questions. This supports and extends the children's thinking and helps them to make connections in their learning. Children's problem solving and numeracy skills are supported by staff who encourage them to construct models using the different sized bricks and to explore shape and size. In addition, the children learn to count through everyday activities, such as counting the number of children present. The children use magnifying glasses to explore their environment and conversations take place with them about insects and minibeasts. In addition, the children are developing an

interest in technology as they have access to programmable toys and enjoy walking and talking while using mobile phones.

Children are learning to play and work alongside their peers and are beginning to understand the need to cooperate and resolve situations by themselves. For example, one child accidentally hit another child and immediately apologised, the situation was resolved and they continued playing together. Children's behaviour is managed in a calm and sensitive manner by staff who act as positive role models for the children. Staff set clear and consistent limits and as a result the children behave well. The children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence. The children are provided with opportunities to express their views and opinions as staff listen attentively to the children.

The children are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, children know what to do in the event of a fire because they routinely practise the evacuation procedures. In addition, when visitors come to the setting the children are asked to inform the visitors about what they should do if there is a fire and where the fire exit doors are. Children are provided with a suitable selection of physically challenging activities and resources which promote their health. For example, they enjoy taking part in walking and running races and pushing along their prams and dolls. Children are reminded to drink plenty of water which they can freely access, as small jugs are at their physical level. The setting ensures that children are provided with healthy snacks. For example, children bring in a piece of fruit from home each day, which is then shared with the other children. The staff are aware of any dietary requirements or allergies that children may have and ensure they take account of these. Subsequently, children's health is suitably supported.

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	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	2
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

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