

# Sunbeam Pre-School

Inspection report for early years provision

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**Inspection date** 11/10/2011  
**Inspector** Moira Oliver

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5JN  
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**Type of setting** Childcare - Non-Domestic

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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*.

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## **Description of the setting**

Sunbeam Pre-School was registered in 2005 and re-registered when they moved to their new premises in 2011. The pre-school operates from a purpose built room, developed from two classrooms in Whitehouse Junior School in Ipswich, Suffolk and serves the local area. The Pre-School is accessible to all children and there is a fully enclosed garden area available for outdoor play.

The group opens from Monday to Friday during school term times. Sessions are from 9am until 12pm and from 12.30pm until 3.30pm. Children are able to attend for a variety of sessions and there is an option for full-day care whereby children bring their own lunch. A maximum of 28 children may attend the setting at any one time. There are currently 56 children on roll. The pre-school is registered on the Early Years Register and provides funded early education for two- three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of child care staff, all of whom hold appropriate early years qualifications. They receive support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The indoor and outdoor environments are carefully created to provide an inclusive, welcoming, stimulating environment where children have fun as they learn through play. Staff give high priority to supporting the children to settle and to feel comfortable and safe within the setting. They work in very good partnership with the parents and other professionals to support and meet the individual needs of each child. Children's health is supported well and very effective systems ensure they are safe and secure. Managers and staff share a clear vision for quality and are highly dedicated as they strive to improve their setting further.

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

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

- develop further the use of observation and assessment to link with the areas of learning and identify children's next steps in their development to consistently inform planning.

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

The staff have a clear understanding of their roles and responsibilities in safeguarding children from abuse and neglect. They attend regular training and clear policies and procedures inform their practice. They are employed through robust recruitment procedures to ensure that children are cared for by suitable, well qualified staff. Children's safety and security is a priority and they cannot leave the premises unsupervised and unauthorised adults cannot gain entry. Risk assessments are carried out and daily checks take place to ensure that the premises are safe and hazards are minimised. For example, they check the outdoor area for any objects that may have been thrown over the fence and for animal fouling. The areas are well maintained and toys and equipment are checked to ensure they are not damaged.

The learning environment is organised into designated areas and the children help to turn it into a stimulating and bright place to play and explore. For example, fir cones, ribbons and raffia butterflies hang from the tree. Material is hung from strings outside and road markings teach children about double yellow lines, parking, zebra crossings and following between the lines. Children's work is displayed and posters, pictures and labels enhance the learning environment further. All resources are organised into low-level, accessible storage that the children access independently as they move freely between the indoor and outdoor areas.

Documentation is in place, well organised and kept confidentially. Records of development are kept on each child and photographs provide a valuable insight into the child's play. Observations are recorded and staff talk about the children as they informally plan for them. They know the children well and often provide challenge by encouraging the children to think for themselves. However, the observations are not always linked to the areas of learning and the next steps in children's development are not consistently identified. The system relies on the staff's memories to bring the next steps into the planning, therefore, opportunities to extend children's learning are sometimes missed.

The managers are dedicated to their roles and have high aspirations for the quality of the service they provide. They inspire the staff and morale is good as they work as a very effective team. Staff appraisals ensure that training and development needs are addressed. The pre-school uses a self-evaluation system to monitor their practice, working closely with the local authority to address areas for development. Parents are encouraged to share their views through questionnaires, further contributing to the process.

Staff value the partnerships they have with parents and strong, trusting relationships are built. They spend time getting to know the parents and families in order to support the children more effectively. Parents share information about their children, informing staff of their abilities and interests. They are involved in deciding the best way to settle their individual children and are welcome to stay with their child in the setting for as long as they need.

The setting promotes equality and diversity and inclusion threads through their practice. They value and celebrate difference, supporting each child to feel unique and important. A wide range of resources, that reflect diversity are available and used to encourage discussion and increase awareness, acceptance and understanding. The staff work closely with other professionals involved with the children. They pass valuable developmental records on to the local nursery to help aid progression and provide a consistent approach.

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

Children have fun in the bright, stimulating indoor and outdoor areas. They happily move between the areas, confidently selecting toys and equipment to use. Close relationships are built with the staff and many friendships have developed amongst the children. They play well together, children seek out others to come and join their play and they co-operate as they 'mend' the fence with their building tools. Older children organise others as they role-play telling a story about a hen. They hand out the cards of the characters in the story and follow the pictures along the wall as they re-tell the story. Children work together to build with blocks and use mathematical language as they compare the height as they make their tower taller. They take part in measuring activities as they compare the height of the sunflowers. They are beginning to match numbers as they park bicycles in the appropriate, numbered parking bays.

Children play in a print rich environment. They follow the words in books with their finger as they re-tell stories and find their name cards when they come to the snack table. Some children are beginning to make letter type shapes as they attempt to write their names on their pictures. Creative development is well promoted and children enjoy making patterns in paint on a perspex board as they mix the colours. They have access to a range of creative media and choose their paper, glue and collage items. They enjoy dressing up and wearing accessories, such as, sparkly sandals as they role-play taking their 'babies' to the shops. They listen to music and enjoy singing as they beat the rhythm of a favourite song on a drum. Children love the large sandpit and take their shoes off to feel the sand in their toes. They swish water down a drain pipe into the water tray, watching the play fish flow down with it.

Children have lots of opportunity for fresh air and exercise as they freely access the outdoor area. They scoot along on scooters and ride-on cars and some, more able children can use the pedals on bicycles with stabilisers. They successfully negotiate around the pillars and other children and follow the road markings. Children's dietary needs are met as staff offer a wide range of healthy snack options. They choose from bread sticks, cheese and a range of fruit and vegetables. Staff introduce new textures and tastes to encourage the children to experience a variety of foods. They can access their own drinks or water at any time and milk is available during snack time to ensure they are hydrated.

Children learn to keep themselves safe as they take part in regular fire drills and are reminded to sit at the top of the slide to prevent accidents. The children are looked after in a calm and caring environment where staff are genuinely interested in them and their lives outside of the setting. Staff take time to get to know the children and their families and learn as much as they can about their home backgrounds in order to help them to settle. The children are treated with kindness and respect, providing good role models for them to follow. Simple, age appropriate explanations are given to support them to manage their own behaviour and to understand the boundaries. They are able to make their own decisions about where they spend their time. For example, they can choose to join in large group activities, play in small groups or play alone, ensuring their needs are respected and met.

## 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	2

### 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	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

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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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