

Sunshine Pre-School

Inspection report for early years provision

Unique reference number 316436
Inspection date 03/11/2011
Inspector Susan Heap

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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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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 Playgroup was registered in 1993. It is managed by a management committee. It operates from one large playroom and two small rooms in Deeplish Children's Centre, which is situated close to Rochdale town centre. There is a fully enclosed outdoor play area. The playgroup is open Monday to Friday from 9am to 12pm term time only. The building is fully accessible. The playgroup supports children with special educational needs and/or disabilities and English as an additional language. Most children attending speak English as an additional language. The main languages spoken are Urdu, Punjabi and Bengali.

The playgroup is registered on the Early Years Register. A maximum of 24 children in the early years age range may attend at any one time. The playgroup is also registered on both parts of the Childcare Register. There are three members of staff who work directly with the children, all of whom hold relevant childcare qualifications at Level 3. Two members of staff have an Early Years Foundation degree and one is working towards a BA (Hons) degree in Early Years. The playgroup has gained the High 5 quality assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Excellent relationships exist between staff, parents and other professionals to ensure that each child achieves and enjoys to their full potential. This fully supports inclusion and consistency of care. The majority of arrangements in place ensure children's safety and health at all times. All indoor and outdoor areas provide an exemplary range of equipment and opportunities to extend children's learning and development. The whole staff team are enthusiastic and committed to continually drive improvement through self-evaluation and reflective practice. There is an excellent commitment to ongoing training to develop their skills and knowledge and improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop a system to monitor the ongoing suitability of staff in order to safeguard and promote the welfare of children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a high level of commitment to promoting children's safety. They have a secure knowledge and understanding of the procedures that are in place for identifying any child at risk of harm or neglect and take appropriate action when necessary. All staff, students and volunteers have completed the required

vetting procedures and these are recorded. However, there is no system in place to check the staff team's continued suitability. Robust induction procedures ensure that all students and volunteers are fully aware of their responsibilities. Risk assessments are regularly reviewed, managed and understood by those who work with the children. Staff and students deploy themselves effectively in the indoor and outdoor environments to fully support children's individual learning, play and their safety.

Children are cared for by a stable staff team who are highly knowledgeable and work effectively together to foster positive relationships with parents, children and other professionals. They demonstrate an exemplary commitment to attend training to develop their skills and knowledge, and are fully supported by the committee. Each member of staff has a designated area of responsibility, such as safeguarding, behaviour management, or special educational needs co-ordinator. In addition, they each take responsibility for specific areas of learning to ensure resources remain of high quality and are fit for purpose. As a result, they feel valued, become reflective practitioners and are enthusiastic in putting their skills and knowledge into practice to benefit the children in their care.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language very well. They work sensitively and effectively with parents and other professionals to ensure children's individual needs are identified and met. Equality of opportunity is fostered well by a staff group who are highly knowledgeable about children in their care. This is achieved through the highly effective key worker system and small group time.

Self-evaluation systems are excellent. The staff team has an excellent understanding of the key strengths of the playgroup and continually strives to improve and enhance the setting. As a result, actions are well targeted to bring about sustained improvements and involve management, staff, parents and the children. Recent successes have been the development of the outdoor area to offer children free choice to the indoor and outdoor area. Recommendations from the last inspection have been completed and improved children's access to fresh drinking water and the outdoor area.

Parents are involved in evaluating the strengths and weaknesses of the setting through the completion of questionnaires. Their comments are valued and are acted upon, such as planning for the outdoor area. Partnership working with parents is highly positive and very successful. This is achieved through the way key information is gathered prior to children starting via home visits and a gradual settling-in period. A wealth of information is displayed for parents in the entrance hall and on the parent's noticeboard, such as planning, activities and the names, qualifications and specific roles of individual members of staff. Parents are actively invited to share their observations of the children and contribute to their learning journeys. In addition, during each holiday period parents are given 'homework' to consider with the children, which covers all six areas of learning. In this way, the playgroup provides guidance and information about ways parents and carers can support their children's learning across different areas. Parents comment very positively on the care and learning experiences offered and the way in which they feel valued and supported.

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

Children are cared for in a warm, caring learning environment where the staff team is skilled at promoting positive attitudes to learning. As a result, each child is suitably challenged by the activities and experiences provided. The staff team has a secure knowledge of each child in their care, which is fully supported by the effective key worker system. This ensures that there is an individual approach to each child and plans are adapted accordingly following children's interests and experiences. Observation, planning and assessment systems are continually evolving and developing as the staff team reflect on and improve them. Children's individual learning journeys also include the observations and comments of parents, which means that children's overall progress is tracked and shared.

Children have a good understanding of their own needs and are eager to refresh themselves as they independently visit the snack area. They enjoy a healthy, well-balanced diet, which is low in salt and sugar. The playgroup has achieved the Gold Golden Grin award. Children are learning to recognise the importance of keeping healthy and those things that contribute to this, such as the importance of hand-washing. All children have access to fresh air and exercise on a daily basis, using a wide variety of equipment which successfully promotes their health and well-being. The recently refurbished outdoor area enables children to explore and play safely. They demonstrate very good spatial awareness as they move from the indoor to the outdoor environment, often choosing to spend the greater part of the morning in this area. They show great concentration as they develop their physical skills as they throw numbered bean bags into a large hoop or build with large building blocks.

Toys, equipment and resources are organised effectively to fully support children's individual learning and development. They promote their safety and enable them to make choices and develop their independence. For example, they are labelled in English and Urdu and with a photograph, which also helps children to put things away. They are eager to help a member of staff as they return logs to a basket. Children follow their interests with persistence and concentration and are actively engaged in their chosen activity as they explore glitter and glue as they make their cards for Eid. They access a good selection of information, communication and technology, such as a computer, printer, cassette recorder and programmable toys and equipment.

They show an understanding of their personal safety and know the slide needs to be dried before they can use it efficiently. Children have been attending the playgroup for a few weeks. However, they show they feel safe as they approach a member of staff to take them to the bathroom or hold their hand for support as they balance across the stepping stones. Children clearly benefit from being cared for within a small group and building relationships with a significant adult. This is achieved through the effective use of small-group time. This time is used well for children to discuss and explore their feelings, develop relationships with each other by learning each other's names, develop colour and number recognition skills or

learn to share and take turns. As a result, children develop good skills for the future and behave well. This is reinforced through the 'Golden rules' which are actively reinforced throughout the day.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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