

Sunshine Pre-School

Inspection report for early years provision

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Inspector

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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*.

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 was registered in 2003. It operates from the bungalow situated in the grounds of Bridge Farm Infants School in Whitchurch, Bristol. Children use an enclosed outdoor play area. The pre-school is one of two run by the same owner. The pre-school serves the local area. The pre-school provides funded early education for three- and four-year-olds. The pre-school opens five days a week during school term times and is open from 8.30am to 4.30pm. Sessions generally run from 8.30am to 12.15pm and 12.45pm to 4.30pm. Children attend for a variety of sessions. Children staying all day bring their own packed lunch. The pre-school is registered on the Early Years Register. A maximum of 20 children can attend at any one time; none may be under the age of two years. There are currently 41 children on roll aged from two years to under five. The pre-school is also registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. There are currently no children on roll who are within this age group. There are eight staff working with the children, five of whom hold relevant qualifications to at least level 3; one who is working towards a level 3 and one working towards a level 5. The provider has a relevant degree and holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school effectively meets the needs of the children overall because staff know and accommodate each child's background and requirements. They are highly effective at working in partnership with parents, carers, other settings and external agencies for the children's benefit. Overall, children are making good progress, as focussed planning delivers activities that are rooted in the children's interests. The pre-school is committed to driving effective improvements. Generally systems to evaluate practice support the team to identify how they can continue to build on their current progress. The staff work hard to create a welcoming and positive environment, for children and their families, and safeguard children's welfare exceedingly well.

What steps need to be taken to improve provision further?

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

- reconsider the balance of adult-led and child selected activities, so children experience an improved balance of these, with fewer large group activities, to better meet children's differing needs
- extend staff skills in providing further experiences which are appropriate to each child's stage of development.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are implemented by the staff who attend regular training. As a result staff at all levels have an excellent understanding of their roles and responsibilities in regards to keeping children safe. There is a robust recruitment and vetting procedure, including a comprehensive induction for new staff. As a result, the welfare of children is given top priority at all times. Comprehensive risk assessment includes thorough checks carried out for all areas used by children on a daily basis. This system supports staff to maintain a safe environment for the children. Staff maintain necessary records to a high standard. The provider is motivated and committed to driving improvements. She fosters staff development well, such as supporting work towards a foundation degree. She has carefully thought through plans for the future such as introducing forest school sessions. All the staff contribute to self-evaluation during regular staff meetings and through use of a recognised quality assurance scheme. Overall, this supports the provider to monitor activities effectively; areas identified to improve are thoughtfully addressed.

The pre-school has highly effective systems in place to find out about the children's ongoing interests and individual needs. Staff know the children well and can generally adapt routines and activities so most children can join in at their own level. Good observation systems help staff to identify children with additional needs as early as possible. Close working partnerships with external agencies support these children further. Individual languages and cultures are valued and the pre-school makes the most of diversity by providing activities, words and images that enrich children's understanding of different lifestyles.

The provider makes generally good use of the available space, which is safe and well cared for, although children cannot always make their own decisions about when to play outside. Staff use resources thoughtfully to achieve planned goals in learning and development. For example, staff put large paper on the floor and cover a table with paint to provide different early writing experiences for children. The provider considers sustainability and regularly borrows useful resources to enhance her provision. As a result, children progress well because of the pre-school provision.

The pre-school has an excellent record of working in partnership with external agencies and other early years settings that children attend. The provider takes a lead role in supporting children's transition into school and has daily communications with local childminders to share news, planning and observations. This approach successfully promotes continuity and consistency for each child.

The pre-school has excellent relationships with parents and carers. The provider uses wide-ranging strategies to share information with them. These include a highly effective settling in procedure, daily contact with key persons and regular formal meetings. In addition, there is a wide range of valuable information provided through newsletters, the prospectus and a parents' board. Parents and carers report they feel very well informed, valued and listened to.

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

Children thoroughly enjoy their time at the pre-school and are eager to attend. Children are making good progress because key persons have a thorough knowledge of their interests and needs. Staff base planning around what children do and say as they play. Staff assess children's progress effectively and use this knowledge to provide a basis for future learning and development. For example, children's interest in 'fast and slow' prompts staff to provide extra resources to support their investigations. Children become engrossed and focussed in their play. Staff generally support children well as they play individually or take part in activities as a small group. When involved in situations with lots of children, however, some lose interest and become restless, as these times are less well matched to their individual needs.

Children learn good conversation skills and they chat confidently with each other and adults. Many are very interested in numbers and counting, and enjoy finding out 'How many children are here today?' and counting how many pennies they have when playing 'shops'. Most children are keen to try writing and some are beginning to write recognisable letters from their names. Most children enjoy the staff challenging them to find number labels or to write letters in paint. These interactions are at times pitched too high to benefit some children. Children are inquisitive and active learners and staff extend children's thinking through effective use of open ended questions.

A particular strength of the pre-school is the staff's sensitive and skilful approach to promoting good behaviour. Children's ability to share and take turns with each other is excellent throughout their play. Their behaviour is exemplary. They have a positive attitude to learning and make choices between the activities available to them independently. Staff value the learning children gain through carrying out routine activities. Children take pleasure in looking after the pre-school as they tidy away their toys and sweep the floor. They take turns to be special helpers and are keen to be chosen. This means children are gaining an excellent awareness of responsibility within the pre-school. Children engage in a wide range of experiences that promotes their understanding of diversity. For example, having henna tattoos during Diwali and singing songs in German.

Children show a good awareness of hygiene procedures as they wash their hands before eating and after using the toilet. Staff explain why children need to wash their hands. Children have daily access to stimulating outdoor and indoor physical play. This play helps them to develop a positive attitude towards exercise and being healthy. Children talk about healthy eating as they choose from a selection of healthy choices at snack time.

Children are extremely confident in the routines of the pre-school, explaining these clearly to visitors. They are experts at keeping themselves safe as they use tools, such as scissors safely, and challenge themselves outdoors to balance and climb. The staff's nurturing approach supports children to communicate their thoughts or concerns confidently. This approach means children have an

exceptionally strong sense of security and feel safe within the pre-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

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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