

Sunbeams Pre-school (Radford Semele)

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

Sunbeams Pre-school registered in 2011. It is a limited company with charitable status. The pre-school operates from purpose built premises in Radford Semele in Leamington Spa. The setting opens four and a half days a week, term time only. Opening times are from 8.50am to 11.50am and from 12.20pm to 3.20pm. Children can attend a lunch club. They attend a variety of sessions. All children share access to a secure enclosed outdoor play area.

A maximum of 40 children may attend the setting at any one time. There are currently 32 children on roll who are within the early years age group. The pre-school is registered on the Early Years Register. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications. The manager holds a level 5 foundation degree and the deputy has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are eager to learn at this vibrant pre-school. Their individuality is fully appreciated and their needs and interests are superbly met. A varied programme of rewarding activities and robust procedures, ensure children's learning and development needs are effectively supported and they are fully safeguarded. Strong partnerships with parents and other professionals ensure each child receives the most effective care. Planning for improvement and self-evaluation are highly effective.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that the first aid box is effectively monitored at all times to make sure no out-of-date items are used.

The effectiveness of leadership and management of the early years provision

The children are fully safeguarded as robust safeguarding policies and procedures have been devised and implemented. Thorough staff induction, ongoing appraisals and training ensure all adults have an up-to-date knowledge of how to protect children from harm. Parents and carers are made fully aware of the pre-school's role to safeguard children. They are further reassured by the robust recruitment, checking and staff development procedures. These ensure all adults are suitable and have relevant skills and experience to work with children. The pre-school have all required information about them and their child. As a result, staff know who

may have legal contact with a child, who has parental responsibility for them and who will collect them.

The manager and deputy at this pre-school are passionate and dedicated to their role as leaders and outcomes for children are consistently improved. Thorough systems for monitoring and evaluating the pre-school include the confident application of the Ofsted self-evaluation form to assess how well they meet the Early Years Foundation Stage requirements. On a daily basis, all personnel confidently reflect on their effectiveness in promoting children's welfare, health, safety and learning. Targets for improvement are relevant, realistic and very successfully actioned to bring about positive outcomes for children and their families. For example, the outdoor area was identified, as lacking in its design and provision of opportunities, resources and equipment. Consequently, funding was sourced and major work was undertaken. As a result, outdoor learning is an integral part of each child's day, enhancing their enjoyment, confidence and independence and providing them with rich learning experiences across the curriculum.

The pre-school has established excellent relationships with parents, who express complete confidence in the staff and the excellent care, guidance and support they provide. Parents describe the pre-school as 'fantastic', 'superb' and 'completely child focussed'. They also share they especially appreciate the 'time given by staff to settle children into the pre-school'. The environment is extremely welcoming to both parents and visitors. For example, there is a wealth of information attractively displayed on notice boards and many attractive photographic displays of children's activities. Parents' evenings, progress reports and informal consultations are highly effective in ensuring that all parents are made fully aware of the progress their children are making. Excellent arrangements have been established to work alongside professionals, which means children with special educational needs and/or a disabilities can be fully included in the life of the pre-school. Partnerships with other providers where children attend more than one setting are also highly effective. Therefore, children are provided with consistency in both their education and care.

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

Children are settled, happy and love learning because they are very well supported by enthusiastic and caring staff. Staff and children share positive relationships and clearly enjoy spending time with one another. Children develop secure friendships with their peers, playing harmoniously together for the majority of the time. Staff conscientiously carry out their duties and fully understand their roles and responsibilities. A very successful key person system ensures all children's individual needs are met and their development is closely monitored. Staff undertake regular detailed observations and effectively assess the children's learning. Their next steps in their development are then identified and this information is carried forward to future planning. Staff have a thorough understanding of the children's characteristics, interests and preferred learning

styles. Therefore, children are making excellent progress across the six areas of learning. Planned and spontaneous topics led by the children's interests are varied and rewarding. There is a superb balance between adult-led and child-led activities, including well-managed group times. Children are actively encouraged to participate in discussions and express their ideas and experiences. For example, during singing time, children share 'I know all the nativity songs and I sing them at my home'.

Children develop exceptionally good skills for the future. They clearly enjoy their learning and there is a real 'buzz' of activity throughout the pre-school. Children of all ages busily engage themselves in a wonderful range of activities. They concentrate extremely well and persevere with activities that present them with additional challenge. For instance, they sit for prolonged periods attempting to wrap up teddy bears using tissue paper and sticky tape. Therefore, they are becoming independent.

Children's language and knowledge and understanding of the world is developing at a terrific speed. This is achieved in part due to the exhilarating outdoor area, which allows the children frequent opportunities to investigate and explore. For example, a group of children along with support from staff role play 'being mechanics and fixers'. They use wheeled trucks as their vehicles and build ramps with plastic crates. They elevate their trucks, so that they can get underneath. They access tools from the shed and lay on the floor under the trucks, discussing how they are fixing the problem. They then use the crates as delivery boxes dropping them off at various locations. In addition, they are able to develop and refine a wide range of physical skills, which are further developed through playing ball games and running around in open spaces. Children are encouraged to appreciate and develop positive attitudes about each other's backgrounds and the wider community. Staff encourage them to look at themselves and at one another and talk about what is different. For example, children share 'you wear glasses and I don't' and 'my hair is brown and yours is not'.

Children's welfare is promoted very well indeed. Clear, confidential records are kept of incidents, accidents and medication and parents are kept well-informed. Most staff are qualified in first aid and there is a first aid box, which is regularly checked to ensure appropriate resources are available in the event of an accident. However, on one occasion, one medical wipe was out-of-date. Children develop a very good understanding of healthy lifestyles. Free-flow between the indoor and outdoor learning environments ensures children spend good amounts of time in the fresh air. Children are kept safe, as the premises are secure and free from hazards. They are extremely well-supervised and are also taught how to keep themselves safe and to manage risks, for instance, how to safely stack crates on their wheeled trucks.

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?	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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