

# Sunshine Pre-School

Inspection report for early years provision

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**Unique reference number** EY426226  
**Inspection date** 13/10/2011  
**Inspector** Ann Austen

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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

Sunshine Pre-school was re-registered in 2011 and has been owned jointly by the two managers since 2004. It operates from refurbished ex-retail premises on the High Street in Burton Latimer, Northamptonshire. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school is open each weekday during school term time only from 9am to 11.30am and from 12.30pm to 3pm. There is a lunch club on a Thursday between 11.30 and 12.30. Children may attend a variety of sessions. The pre-school is registered on the Early Years Register. It may care for up to 20 children from two to under five years at any one time. There are currently 21 children attending.

The pre-school employs four members of child care staff. Of these, all hold qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are warmly welcomed into this friendly environment and make good progress in their learning and development. Most required policies, procedures and records are in place. The setting works closely with parents to underpin the children's welfare and development and to understand the importance of developing relationships with other providers and services to promote integrated care and education for all children. Management and staff demonstrate a positive attitude towards continuous development and self-evaluation is effectively used.

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

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

- ensure that records of the information used to assess suitability to demonstrate to Ofsted that checks have been done are held on site (Suitable people) 13/10/2011
- ensure that information is obtained about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 04/11/2011

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

- develop further the written risk assessment to ensure it clearly identifies aspects of the environment that need to be checked on a regular basis
- develop further systems to encourage parental involvement in the ongoing

assessment process.

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

Management and staff understand the indicator signs of abuse and the designated person is familiar with the procedures to follow to report concerns. All staff are suitably trained and relevant policy and guidance procedures are in place to support practice. Management complete daily checks of the premises, resources and equipment. However, the written risk assessment does not clearly identify aspects of the environment that need to be checked on a regular basis. This potentially compromises children's safety. Checks have been completed on all staff working at the premises. However, the required written record of the information used to assess suitability was not available on site at the time of the inspection to verify this. This is a specific legal requirement. Procedures are in place in relation to the collection of children by appropriate adults and the monitoring of visitors. For example, visitors are requested to produce their identification and asked to sign the visitor's book. Clear procedures are in place to record and monitor any accidents and for the safe administration of medicines. As a consequence children's health and well-being is well promoted.

Staff have appropriate qualifications, participate in appraisals and are committed to developing their performance and professional development. They act as positive role models and work hard to ensure that the service provided is responsive to the needs of the children and families who attend. All children are valued and receive attentive care and support. Observational assessments are used to find out and analyse how well children are developing and progressing. Staff build on the children's interest and then become engaged in their play, drawing on the learning content through their interactions. Policies and procedures are generally effective. However, information about who has legal contact with the child; and who has parental responsibility has not been obtained. This is a specific legal requirement and potentially compromises children safety. Self evaluation is used to evaluate the provision and involves the staff and parents. For example, parent's views are sought through the use of questionnaires and a suggestion box.

The environment is conducive to learning. Good quality resources are used to achieve planned learning goals. Pictorial displays, alphabet and number lines, photographs of the children and evidence of their work create a welcoming atmosphere to children and their families. The small outdoor area is well resourced and effectively promotes children's learning across the six areas of learning. Consequently children are eager to free-flow between indoor and outdoor play.

Staff form good partnerships with parents and carers. Parent's views about their child's needs and interest are sought when they children join the group. They receive information about the setting and regular newsletters. Daily discussion and open days enable staff to talk to parents and provide opportunities to discuss their child's achievements and well-being. However, systems for parents to continue to contribute on-going information about their children's achievements at home are not fully established. This limits opportunities for parents to share their on-going

observations about their children's learning and development. Staff are currently developing partnerships with other providers who deliver the Early Years Foundation Stage and are able to liaise with external agencies or services to ensure continuity and coherence by sharing information with each other and with the parents.

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

Children settle quickly in the friendly and relaxed atmosphere and demonstrate a positive attitude to learning. They develop good relationships with each other and with the staff who care for them. Children learn to take responsibility and are developing their independence, for example, children sharpen pencils, help to sweep the autumn leaves in the outdoor area, select resources for themselves and are encouraged to access the toilets independently. Children behave well because staff set clear boundaries, for example, children are activity encouraged to promote 'kind hands, kind mouths and kind feet'. They respond to gentle reminders or corrections, learn to share, take turns and develop good manners. Children are rewarded with substantial praise and encouragement which promotes their confidence and self-esteem.

Children's ability to use language is fostered well, with the result that they are able to interact, talk and negotiate with others with growing confidence. They are learning to listen attentively, offering relevant contributions in open discussions such as sharing their news at circle time. Through the regular use of name cards children are beginning to recognise their own names. Children are often found to be looking at books in the book area and listen and respond enthusiastically to stories. Children make marks as they draw and paint. Older children draw recognisable pictures. Children count with growing confidence and are regularly engaged in a range of sorting, matching, ordering and sequencing activities. Children measure themselves on the height chart, weigh ingredients during baking activities and are beginning to recognise shapes. Number songs and rhymes such as, 'There are ten in a bed' are used to help children develop their calculation skills.

Good use is made of the local environment and provides opportunities for children to develop their understanding of how to keep themselves safe. For example, children learn how to cross the road safely and not to talk to strangers. Children walk to the bakery to buy fresh bread for their lunch, post letters at the post office and enjoy nature walks around the park. They plant sunflower seeds and learn about wild animals. A range of visitors to the settings broadens children's awareness of the role of others such as the police, paramedics and fire service. Activities and resources effectively help children to appreciate and value diversity, for example, children learn about the traditions of other countries and access a good range of resources which represent children from other cultures and present positive images of disability. Children use their imaginations during craft activities and when they play with small world resources. They enjoy acting out real and imagined events in the role play area.

Children's good health and well-being of children is positively encouraged and children are learning to follow appropriate personal hygiene routines. They are cared for in a very clean environment and readily use soap to wash their hands after using the toilet in order to prevent the spread of infection. This is further enhanced by staff, for example, staff follow sound food preparation procedures. Children are developing a good awareness of healthy eating and make healthy choices at snack time and meal times. They enjoy pizza, carrot sticks, cucumber and soup and help themselves to regular drinks to ensure that they remain hydrated. Children are involved in the preparation of their own lunch, such as making salad wraps. Meal and snack times provide an opportunity for social interaction between children and adults.

Children enjoy being physically active and move spontaneously and with confidence in the available space. They manoeuvre wheeled toys, throw balls, move their bodies to music, climb on the climbing frame, balance on the beams and access more challenging equipment in the park. Children develop their fine motor skills as they hold tools such as paint brushes, thread the cotton reels and manipulate dough.

## 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>	3
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>	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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

<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	3
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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