

# Bilton Sunbeams Pre-School

Inspection report for early years provision

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<b>Type of setting</b>	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**

Sunbeams Pre-school is a social enterprise and is a limited company and was re-registered in 2011. It operates from one room in the church centre. The pre-school serves the local area and has strong links with the school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 9am until 12 noon. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register. A maximum of 25 children may attend the nursery at any one time, all of whom, may be on the Early Years Register. There are currently 23 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs four members of child care staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Children's welfare is safeguarded and child to staff ratios are met. Good attention is given to helping children develop their self-esteem and they continually gain skills for the future. Children are extremely happy, content and relaxed and staff have a thorough understanding of the individual needs of the children. Planning is in place under the six areas of learning and takes account of the learning needs and interests of the children. The environment is inclusive and partnerships have formed with parents and other professionals involved in children's lives. Risk assessments are in place and systems for self-evaluation are continually evolving.

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

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are protected from abuse and neglect as staff are knowledgeable about safeguarding children in their care and staff access training to enable them to

promptly respond to any concerns about children's welfare. Recruitment procedures ensure staff are carefully checked in order to care for children who are not left unattended with unvetted adults. Detailed risk assessments are effective in ensuring that potential hazards to children's safety are minimised and daily checks are made of all areas.

Children benefit from the good organisation of the space and staff deployment ensures children are continually supervised. Time is spent outdoors each day enabling children to gain lots of fresh air and exercise and children are very aware of their own safety both indoors and out. Clear strategies are in place to ensure that the individual needs of children with special educational needs and/or disabilities are met. Staff understand the importance of working alongside parents, carers and other agencies to support children's needs effectively. Policies and procedures are inclusive and suitable systems are in place to support those who speak English as an additional language. Partnerships with other providers delivering the Early Years Foundation Stage are in place and good communication takes place.

Effective settling in arrangements ensure parents and children get to know staff, the daily routines and encourages children's feeling of safety and belonging. Procedures which enable staff to monitor and evaluate practice within the setting are developing and partnerships with parents are good. Their views are sought through discussion, although, as yet are not used to inform practice. Staff demonstrate a clear commitment to developing their knowledge and skills through ongoing training.

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

Children are happy and eager to become involved in an interesting variety of activities that encourage their natural curiosity to learn. They make good progress in their learning and are able to self-select from a wide range of resources which are very well maintained. Staff gain detailed information from parents about their child enabling them to plan effectively for their individual needs. Excellent relationships have been formed between staff, children and their peers and interaction is very good.

Staff make ongoing observations of children at play and evaluate to ensure they have a good understanding of each child's developmental stages and needs. The provision is well organised and children move confidently within the areas available to them. They understand the need to be healthy through discussions, consistent routines and activities, for example, washing their hands after using the toilet, before eating any foods and after playing outdoors. Children learn about safety both indoors and out and have a good understanding of the rules and boundaries that are in place within the setting, for example, no running, being kind to each other and using good manners. Staff praise them for their achievements and kindness.

Children benefit from daily access to the outdoor learning environment and they

develop their physical skills and are actively involved in music and movement sessions, moving their bodies to the sounds and rhythms of a variety of music and action songs. Children enjoy the attention of the adults who care for them and good relationships have been formed. They show by their behaviour and mannerisms that they feel safe.

Children are developing many skills for the future. Their Information Communication Technology skills are continually developing through using a range of programmable and electronic equipment and their control and coordination when using the computer is good. They learn phonics, for example, finding items that begin with a specific letter, such as 'S' and then identifying which have been removed from a tray without them seeing. They enjoy completing the daily calendar at circle time, confidently remembering the date, day and the weather. They learn that print carries meaning and have daily opportunities to develop their pre-writing skills. Pens, paper, scissors, glitter and glue are all freely available and encourage children to be creative.

Children enjoy learning about diversity and the wider world through the activities, resources, books and celebrations that take place during the year. They are able to count in Spanish and use basic sign language when singing and completing action rhymes. Children's understanding of their own safety is encouraged through the consistent routines that are in place within the setting and the discussions that take place with them about road safety when out.

## 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

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	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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