

# Sunshine Children's Centre

Inspection report for early years provision

---

**Unique reference number**

EY358310

**Inspection date**

12/03/2012

**Inspector**

Carly Mooney

**Setting address**

High Street, Burgh-Le-Marsh, Skegness, Lincolnshire, PE24  
5JS

**Telephone number**

01754811878

**Email**

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Sunshine Children's Centre was registered in 2007. It operates from the old school house in the village of Burgh-le-Marsh, Lincolnshire. The nursery serves the local area. The nursery is part of a Children's Centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except bank holidays and Christmas. Sessions are from 8.00am until 6.00pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 58 children may attend the nursery at any one time, 48 of whom may be on the Early Years Register. There are currently 91 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs 18 members of child care staff. Of these, 17 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 are well provided for by caring and attentive staff who value each child as individuals. They make good progress in their learning and development through the varied range of activities and experiences. Generally, procedures for observing and assessing children's progress are secure. Positive relationships with parents are effective in meeting children's individual needs. Clear procedures are in place for self-evaluation and staff demonstrate a firm commitment to continuously developing the provision.

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

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

- develop further the use of children's next steps in planning and assessment to show how and when next steps identified have been met; obtain ongoing information from parents regarding their child's learning at home.

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

Clear safeguarding systems are in place to protect children within the setting. Staff attend regular training, they are vigilant at all times and deployed effectively to keep children safe. Accident and medication recording are monitored for trends and there are tight procedures for signing children and staff in and out of the setting. Thorough recruitment systems are in place to ensure that all staff who work with children are suitable to do so. A clear induction programme ensures staff and volunteers are familiar with all policies and procedures. These are effectively implemented into the day-to-day running of the setting. A clear record of risk assessments are kept, along with daily checklists which ensures hazards are kept to a minimum. Further safety procedures to protect children are in place. For example, school children wear reflective jackets when escorted to and from school. Documentation is maintained to a good standard.

Staff strive to provide a homely environment where children can play in comfortable but stimulating surroundings. Independent access to toys and resources from low level storage is good for all ages of children. Staff are in the process of developing a small outside space that provides free flow play for toddlers. They are looking at how they can further enhance the toddler and baby areas to be in line with the current provision in the pre-school. For example, attractive wallpaper and soft furnishings have already been added to give a homely feel. Due to the layout of the premises older children are unable to access the garden freely. However, staff ensure they spend quality time outside on a daily basis where they can access a wide variety of activities to support their learning. Staff address the needs of the children well due to their clear knowledge of all children and their families. Children with additional needs are well supported and the setting works with local agencies to ensure all children are included.

Parents are made to feel very welcome and spend quality time chatting with staff about their child's day. Informative daily diaries are shared with parents of under two's. Parents are well informed about all aspects of the nursery through newsletters and notice boards, which includes 'top tips' on how they can support their child's learning at home. Relevant, clear information is gathered from parents at the beginning regarding their child's care and development and progress records are available to parents at all times. However, this information is not regularly updated throughout the children's time at the setting. For example, during transition from room-to-room, to provide the child's new key worker with up-to-date information about the child at home. Procedures are in place to exchange information about children when they attend other settings to ensure effective continuity and progression.

The nursery operates effectively under clear guidance and support from the manager and deputy. They ensure staff are clear in their roles and responsibilities and encourage them to be actively involved in decisions that improve outcomes for children. There is clear vision for the future and procedures for self-evaluation are effective in monitoring and evaluating the provision. Staff are motivated to attend

professional training which enhances their current knowledge and skills.

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

Children are happy and settled and have formed close bonds with all staff, who demonstrate a warm and caring nature with children. Young children, new to the setting show they have settled well and are familiar with routines, such as, where nappies are changed. Children communicate confidently with staff who provide consistent support during activities. As a result, children of all ages make good progress in their learning and development. Planning is effective as it incorporates children's interests and next steps in their learning, which are identified through meaningful observations. However, evidence in some learning journeys is limited regarding the progress children are making, as it is not clearly shown, how and when next steps have been met.

In general, children's personal, social and emotional development is supported well throughout the setting. Behaviour is good and they are developing good self-esteem because staff are attentive and interested in what they have to say. Children's opinions are valued and their work displayed which gives them a good sense of belonging. Children see pictures of their families on display which helps them feel welcomed. Children see a variety of meaningful words in their environment and show an appreciation of books, which they access in comfortable book areas. Children visit the library on a weekly basis. Library role play is fully embraced as children tell staff and their peers, 'shush no talking' when they enter the area. There are good opportunities for children to recognise their name, for example, on name cards and staff introduce older children to the initial letter sounds in their name during routine activities, such as, circle time. Counting is introduced naturally in activities and children throughout the setting have good opportunities to see number in their environment. Activities are carried out which embrace other cultures and linguistic diversity is valued.

Children enjoy playing outside where they are given good opportunities to enhance their learning through creative and explorative play. For example, children spend time digging in mud and use water to make their marks on the path. Children show curiosity with a ladybird they find in the sensory garden and learn to handle it gently with guidance from staff. Staff question children effectively to make them think, such as, 'what does the ladybird feel like on your hand?' Children have the ability to express their creativity through participating in a range of activities on a daily basis, including role play, painting, water and sand. Young children enjoy listening to staff singing familiar songs and attempt to copy the actions, such as patting their knees. A song box helps the children choose the songs they would like and they enjoy shaking their shakers to the music.

All staff are trained in first aid and are well informed about children's medical or dietary needs, which are incorporated into individual health care plans. Children are cared for in a clean environment and older children are encouraged to maintain their own personal hygiene. Children are encouraged to learn about healthy eating

through the meals and snacks provided, wall displays and activities. Parents are reminded of the setting's healthy eating ethos when providing foods from home. Children participate in safety procedures, such as, fire drills and are reminded of safe practices within the setting. Children feel safe and secure in the setting and this is demonstrated through their happy and confident disposition.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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