

# Sunbeams Broom Barns

Inspection report for early years provision

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EY412706

**Inspection date**

04/07/2011

**Inspector**

Lindsay Hare

**Setting address**

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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

Sunbeams re-registered in 2010. It operates from a purpose built unit on the grounds of Broom Barns school in the Bedwell area of Stevenage. The group has sole use of the room, during operating hours. A maximum of 26 children within the early years age group may attend the setting at any one time. The pre-school is open each week day during term time from 9am until 12am and from 12.30pm until 3.30pm with a lunch club from 12am until 12.30pm, allowing for a full day if required. The pre-school is registered on the Early Years Register.

There are currently 53 children on roll, all of whom are in the early years age range. Children attend a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs seven staff, including the owner and manager, all of whom, either hold or are working towards an early years qualification. One holds an early years degree, two currently hold a level 4 qualification and are working towards degree status and two hold a level 3 qualification. The setting also employs two apprentices who are working towards a level 2 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides an extremely safe and welcoming environment for children, ensuring they are all included and supported. Partnerships with parents are excellent and clear procedures ensure that they are kept well informed and the children's needs are met. Most of the required documentation is in place. Children make good progress in their learning and development and their individual next steps are identified and inform future planning. The setting continually seeks feedback from both the parents and children in order to further identify priorities for improvement and implement changes to improve the quality of the provision and the outcomes for children.

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

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

- keep a daily record of the names of the children looked after on the premises and their hours of attendance, this relates to ensuring this information is clearly recorded. (Documentation) 18/07/2012

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

- build on existing good practice of self-reflection to further improve the outcomes for children.

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

Children's welfare, care and safety are promoted well. Staff have an excellent understanding of the procedure to follow, if they have a safeguarding concern. Most staff have attended 'safeguarding children' training and some have designated roles and responsibilities in keeping children safe from harm. There are robust recruitment and vetting procedures in place to ensure the suitability of staff and excellent security measures within the building to ensure children are kept safe at all times. However, the methods used to record children's attendance do not fully support their welfare. Effective risk assessments are carried out, as well as daily safety checks and accident sheets are reviewed regularly.

The setting's professional and friendly approach to maintaining excellent partnerships with parents ensures that children's care is consistently promoted. Staff know the children very well and are fully aware of the individual interests, needs and learning targets for their key children. They are proactive in developing ways to support children with additional needs, using a visual timetable and photograph activity cards to aid communication with children who have English as an additional language. Information is accessible to all, including a Braille copy of the prospectus and an audio CD of all the policies and procedures. There are excellent systems in place to share information and keep parents informed about their children's care and progress, through the parents' information folder, daily discussion, newsletters and notices. Parents are fully encouraged to contribute to their children's learning, for example, adding their comments and observations from home to the learning journals. The setting follows guidance from other professionals, for example, the speech therapist, and incorporates this into the planning for individual children. There are excellent partnerships with the school on site with the nursery teacher visiting regularly and there are plans to link the nursery and pre-school gardens with a gate to provide free flow movement of the children who will be moving up, in order to make an easier transition to school.

Staff attend regular staff and network meetings and are encouraged to attend ongoing training and continue their own professional development. All staff are involved in evaluating the setting and their own practice, having identified their own individual learning needs and setting themselves targets, for example, to become more confident in singing with a large group of children. There are clearly identified areas for development and action plans are in place to implement these changes. For example, looking at the individual make-up of families, particularly split families and how the setting can include them and developing further links and consistency of care with other providers, by devising questionnaires and observation sheets, specifically for childminders caring for the children. Regular questionnaires and a suggestions box, ensure parents are able to fully contribute to the evaluation of the setting.

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

A wide range of activities and resources which are stimulating and interesting are easily accessible to the children and the outdoor area provides many more opportunities and resources for children to experience all areas of learning. Children have access to all weather suits to enable them to make full use of the outdoor classroom. They play imaginatively with the dinosaurs, talking about what they eat and creating a habitat for them. Children engage in making music as they play their home-made instruments outside. They enjoy watching the school children playing on the adjoining field and talk to them through the railings.

Parents complete a detailed 'all about me' sheet initially to identify children's starting points. Activities are planned around children's interests and requests with resources being changed if they are not holding the children's attention. The 'follow my lead' sheets enable staff to plan for individual children to extend or consolidate their learning, for example, a child cutting straws up was encouraged to then thread these to make a necklace. Observational assessment is linked back to the Early Years Foundation Stage, clearly showing how children are progressing towards the early learning goals and this is used to adapt learning opportunities for younger or less able children. A tracking system is used to identify any gaps in the areas of learning overall. Children begin to recognise their name, registering themselves with named cards and there is a quiet area where they can choose to look at books or have a story read to them. They have lots of opportunities to mark make, including finding individual letters of their name on the computer keyboard. Children use descriptive words, such as 'drizzle', 'splash' and drawings to represent their experience of playing outside in the rain. They develop knowledge of how things work, as they practise making the buzzer sound and the light bulb illuminates by making an electrical circuit. Children commented that the buzzer sounded like the fire alarm and that they would need to call the firemen.

Everyday routine activities are used to develop children's learning, counting out plates and cups at snack time. Children are fully involved in caring for the guinea pigs and growing their own vegetables. For example, they show wonder as they dig up the potatoes they have grown and find a nest of mice. They find the ground too hard to dig and understand that adding water will make it softer and proceed to fill up their watering cans from the outside tap. Children ride around the track on bikes and scooters and pretend to fill up with petrol. They mix their own paint, looking at the consistency and adding more water or powder paint as needed.

Children behave well and clear expectations and explanations enable the children to develop a sense 'fairness.' Children are encouraged to share and take turns. The setting involves the children in growing vegetables and then preparing and eating them and plans to introduce a market stall with any excess produce. Children are encouraged to recycle their plastic and paper wrappers from lunch. Staff are keen to develop children's understanding about how to keep healthy, for example, at lunch time, they are offered fruit to swap with their chocolate bars if they wish. They discuss with each other how water is good for them as they independently help themselves to drinking water throughout the day from the dispenser. The low

sinks and tissue box enable children to be independent in their personal hygiene skills. Children develop a good awareness of keeping safe as they wear gloves and goggles whilst using smaller sized real tools for woodwork, under close supervision. They follow a pictorial recipe for play dough and talk about it initially being too hot to touch and they learn about road safety, through role-play, using the traffic lights and crossing props.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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

<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	1
The extent to which children adopt healthy lifestyles	1
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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