

Sunshine Kids Pre-School

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

Sunshine Kids Pre-School is privately owned and managed. It was registered in 1997 and operates from the Central Methodist Church in Pontefract, West Yorkshire. The setting has the use of a playroom, conservatory, gym and additional kitchen and toilet facilities. There is a fully enclosed area available for outdoor play.

The setting opens Monday, Wednesday, Thursday and Friday 9am until 3.30pm and Tuesdays 9am until 12 noon, term time only. A maximum of 26 children may attend the setting at any one time and there are currently 52 children on roll in the early years age range. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for two, three and four-year-olds. It supports children with special educational needs and/or disabilities.

The setting employs seven members of staff who work directly with the children. Of these, five hold appropriate early years qualifications at level 3, one staff member has a management level 4 qualification and one member of staff has a level 5 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A highly skilled staff team work closely together to provide a rich and stimulating environment for all children. As a result all children progress exceptionally well in all six areas of learning. Staff understand children's individual needs and provide superb support to ensure these are consistently well met. Assessment of self-evaluation is rigorous and staff cooperate with each other to ensure the setting is continuously improving. Excellent relationships with parents, carers and others have been formed to support all aspects of children's learning and development.

What steps need to be taken to improve provision further?

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

- continuing to enhance positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded in the setting because all staff regularly attend safeguarding training. There is a clear procedure in place should staff have any concerns regarding children's welfare and they are aware of their responsibility to ensure children are protected from harm. These are regularly shared with parents and carers. The premises are extremely secure and staff ensure all parents and visitors are greeted at the door to check their identity. All staff have enhanced Criminal Record Bureau checks and are suitable to work with children. Staff conduct extremely detailed daily risk assessments of the premises and the outside area. This means that children can move safely and freely around the premises.

Planning systems are robust and ensure children's individual needs are all exceptionally well met with all children making excellent progress in relation to their capabilities and starting points. Staff create a vibrant environment, both indoors and outdoors, to optimally challenge children and keep them motivated to learn. Resources are plentiful and very well maintained and children have access to all environments throughout the day.

All staff are highly motivated to continuously improve the setting. They all work together to evaluate their practices and have meticulously completed a self-evaluation form which has helped them set realistic targets.. Children and parents are heavily involved in all processes of self-evaluation and change. For example, through regular parental questionnaires, staff have developed the outdoor area to provide a rich, varied and stimulating environment for all children.

Staff superbly meet all children's individual needs. They understand each child's needs and backgrounds exceedingly well and consequently equality and diversity is at the heart of the setting. Meticulous attention is given to closing any gaps identified in children's learning and development. Staff support children exceptionally well and identify areas that require additional support from professionals. This means all children make excellent progress.

Partnerships with parents and carers are exemplary and they are fully involved in the setting. For example, they contribute to their child's learning and development files and feel fully supported by staff. Parents have access to a wealth of information to support their child's learning and development at home and can discuss their progress at any time with staff. Highly effective partnerships with other providers and professionals ensure that all children's individual needs are well met. For example, staff meet regularly with parents and professionals to discuss children's additional needs and set appropriate targets to support their development. This ensures that children have continuity of care and that all agencies are working together to fully support their needs.

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

All children show a strong sense of security and settle immediately on arriving. This shows that children feel safe and secure in the setting. Children are provided with opportunities to take calculated risks. For example, they independently access hammers, nails, wood and screws and are very aware of the rules to follow when using tools and equipment. Staff supervise children closely and praise their positive behaviour. As a result, children show a mature response to taking responsibility for their own and other's safety.

Children confidently play independently and with peers as well as having the opportunity to take part in small group activities. For example, a group of children work together to repeat letters and sounds. They do this using their voices and clapping while being encouraged by a staff member to listen and concentrate carefully. This means that all children are extremely well supported to develop their communication, language and literacy skills and consequently make outstanding progress in their development.

Staff provide an innovative range of physical activities for all children to engage in on a daily basis. For instance, children take part in the 'beany routine' every day, where they exercise as a group and practice stretching and moving their muscles. Staff discuss the effects of regular exercise on the children's bodies and as a result they are developing an understanding of healthy lifestyles. All children follow excellent hygiene procedures as they independently wash their hands before meals and after toileting. Children are aware what constitutes a healthy lifestyle. For example, they discuss healthy foods that have been packed in their lunch boxes with staff and each other and, as a result, show an excellent understanding of healthy eating. Children grow their own herbs and flowers in the garden and are responsible for watering them on a regular basis. This develops their knowledge and understanding of the world and the cycle of growth.

Staff observe all children regularly and plan their next steps. This ensures that all children's needs are catered for and that activities and learning opportunities consistently provide children with challenges and new experiences. For example, children use the internet to research butterflies they have observed in the garden. They then read a story about a caterpillar, with staff, who discuss the lifecycle of a butterfly. Staff then provide creative opportunities for children to make their own, butterflies using a range of collage materials. Children also have a range of opportunities to further access information communication technology equipment. For instance, they use the photocopier to make copies of drawings they have created to take home. This means they are developing excellent skills for the future.

Children behave exceptionally well and show respect for their peers. For instance, they listen to each other at circle time and work together when counting in a large group. Other children are keen to share a variety of jigsaws and work cooperatively to build models with plastic bricks. Children are developing respect for themselves and others as staff positively promote other beliefs and cultures.

For example, they celebrate Easter, Diwali and Chinese New Year by taking part in cultural activities. This means that children are learning about the world around them extremely well.

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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