

The Sunshine Centre

Inspection report for early years provision

Unique reference number EY338625
Inspection date 31/05/2012
Inspector Karen Prager

Setting address The Sunshine Centre, Edmunds Road, Banbury,
Oxfordshire, OX16 0PJ

Telephone number 01295 276769

Email

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

The Sunshine Centre became a public limited company in 2007 and is managed by a board of directors. The children's centre serves the families of the local residential estates in the Bretch Hill area of Banbury. The company is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A variety of childcare is offered over two sites which includes two day nurseries, a creche and out of school care.

All childcare takes place in purpose-built accommodation and there are outdoor play facilities for the children. Within the Children's Centre, the Tots 'R' Us day-care offers nine sessions of care per week in term time from 9.15am to 11.45am and from 12.45pm to 2.45pm for children between two and five years. A Come and Play session is provided for two hours once a week for children aged three months to two years. A separate full day-care nursery, housed within the school, offers care for children from birth to 11 years for 51 weeks of the year. This nursery opens from 8.00am to 6.00pm each weekday.

The Sunshine Centre is registered to care for no more than a total of 160 children in the early years age group at any one time. There are currently 166 children from three months to five years attending the day nurseries. Of these, 80 are in receipt of nursery education funding and 34 receive the two year old funding entitlement. The setting supports a number of children with learning difficulties and/or disabilities and those with English as an additional language.

A manager oversees the day-to-day running of the children's centre with support from a management team. A total of 18 staff work with the children and over half have appropriate early years qualifications. One member of staff is a qualified teacher. The setting receives support from the local authority. A number of additional services are on offer to families. They include adult education and fitness classes, alternative therapies, access to advice from health professionals and a range of drop-in sessions. Staff at the centre also provide outreach services to the local community.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, secure and keep busy in this setting, supported by well qualified and experienced staff. Consistently high standards are implemented to keep children safe and secure. The partnerships with parents, the local school and other agencies are key strengths and are significant in ensuring that the individual needs of all children are met. Staff use this knowledge well to support children and successfully promote most aspects of children's learning. Staff throughout the setting demonstrate a strong commitment to their professional development, and effective systems support continuous improvement.

What steps need to be taken to improve provision further?

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

- help children to listen and join in with small group activities so that they remain engaged and challenged during these times
- support children in further developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts.

The effectiveness of leadership and management of the early years provision

The manager and staff share a clear vision and commitment to providing high quality childcare. Self-evaluation reflects rigorous monitoring of what they do well and what needs to improve. Effective steps are taken to make sure change is ongoing and has a positive impact on children. Children are achieving good outcomes in learning overall. Systems in place to track the progress of individual and groups of children against their starting points has been identified by the manager as an area for further improvement. This shows that staff evaluate their practice and work towards improvements in order to overcome any remaining variations in children's progress.

Children are kept very safe throughout The Sunshine Centre. Robust policies and procedures are in place and implemented by staff. Issues of safeguarding are clearly understood by staff and they receive regular training to keep knowledge fresh. Record keeping is clear and fully maintained. Security is extremely good because doors staff keep doors locked and carefully supervise children. There are rigorous assessments to reduce the risk of accidents. Children practise fire drills frequently and are encouraged to take responsibility for their own safety, for example when playing outdoors on the grass mound. Both the children's centre building and the nursery rooms within the host school are designed and arranged with children's needs in mind. Resources are of a high quality, accessible and staff have given careful consideration about how best to arrange the rooms and equipment to best meet the needs of children of different ages. The youngest children remain safe when sharing a room with toddlers. The pre-school children benefit from sharing the resources of the school nursery children. The outdoor areas have been landscaped to be fun and stimulating spaces.

Meeting the needs of every child is central to the work of the childcare team. Staff identify a child's need for additional support as early as possible. They share information and records with colleagues, parents and, where appropriate, with interagency teams to ensure consistency. Highly effective partnerships are established with a wide range of professionals. Children and their families benefit from this close working as all adults work to meet the various needs of individual children. Excellent systems are in place to smooth the transition when children join and leave the care of the staff. The close partnership with the local school works well in smoothing the transition for children as they move between the Childcare

Centre and the Foundation Stage Unit within the school. Older children in the Childcare Centre play with children in the Nursery Class and share use of the outdoor play area. The partnerships with parents and carers are outstanding. Staff recognise the importance of these partnerships and take highly effective steps to nurture the relationships. They conduct home visits before the children start attending which enables discussion around children's starting points. The two-way flow of information about children's ongoing assessment and progress continues through discussion and regular meetings with the children's key workers. This is effective in supporting children's positive outcomes in most areas. Parents' views are invited and staff welcome their participation in the daily sessions. Parents speak very highly of the care and support their children receive.

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

The staff have a good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage. The bright, very well-resourced and laid out rooms give plenty of space for the children to enjoy a wide range of learning activities. Activities are generally well planned, based upon accurate observations and assessment and matched to most of the learning areas. This successfully promotes children's learning in most areas very well, though children do not yet make enough progress in problem solving, reasoning and numeracy. Whilst children clearly benefit from the activities and staff support during the free play sessions, they become fidgety during the adult-led, whole group activities as their interest is not fully maintained.

Children are happy to attend, settle extremely well and move with purpose around the rooms and chatting confidently. Children make a positive contribution to their community. They readily help to tidy toys away and they know to clear their plates when they have finished their snack. They work very well on their own, choosing what they would like to do and keep themselves busy throughout free play times. Children find their name amongst others when they arrive. They freely access equipment to write and draw and watch staff as they write their names on their craft. Staff plan topics such as the Queen's Diamond Jubilee to build children's knowledge of their world around them. They learn about colour using balloons, recognise shapes in the Union Jack and listen to the National Anthem. They enjoy looking at a quilt framed photo of the Queen and work together to create a castle. Children engage well with the interesting and challenging outdoor environment. They develop confidence as they climb to the top of the grass bank and crawl through the tunnel. They fill containers with mud and roll balls down the guttering. They learn about the natural environment when they look for mini-beasts in local woods and help care for plants and giant snails. Children concentrate, listening to the sounds they are making as they tap the bells on the musical tree. They demonstrate confidence using tools, for example when carefully positioning a stapler, knowing how to keep their fingers safe.

Children show a strong sense of security and belonging within the setting. Those under two years old explore their surroundings with confidence and have well-

established routines. Older children show a very good knowledge of personal safety because staff use opportunities to help them understand the reason for guidelines. For example, why they should be careful when climbing the rocks. Children clearly demonstrate that they know to wait and listen to staff and to consider traffic when crossing a road. They generally behave very well because staff set appropriate boundaries, provide clear explanations and model the behaviour expected. The calm and proficient manner of staff helps young children who find some things more difficult to understand what is acceptable and to keep themselves and others safe.

Children show good awareness about what constitutes a healthy lifestyle. They choose to play outside in the space and fresh air, learn about the need to stay safe in the sun, and to put on waterproof clothes when they splash in puddles. Children gain a good understanding of which foods are healthy during discussions at snack time. They benefit from the 'fun fit' sessions, being energetic, moving purposefully to music and listening carefully to instructions. Children learn about the importance of personal hygiene such as cleaning their teeth and washing their hands before they eat.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	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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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