

Sunbeams 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*.

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Description of the setting

Sunbeams Pre-School registered in 2011. It operates as a limited company within the grounds of Stepgates Community School. The provision is in a residential area in Chertsey, Surrey. It operates out of a separate building that comprises of a main room, small lobby and entrance area with its own toilets and basic kitchen facilities. Children have access to a secure outside play area as well as access to the schools outdoor facilities. The provision operates from 9am to 12 noon Monday to Friday and from 12.30pm to 3.30pm Monday to Thursday and from 9am to 3.30pm Monday to Thursday, during school term time only. There is an option for children to attend an additional lunch club session between 12 noon and 1pm. The provision is registered on the Early Years Register for a maximum of 32 children at any one time. There are currently 61 children aged from two years to the end of the early years on roll. The setting is in receipt of funding for the provision of free early education to children. It currently supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. There are seven members of staff who work directly with the children of whom four hold appropriate childcare qualifications to at least NVQ level 2 and 3. The manager holds an Early Years Professional Status qualification. There are close links with local schools, a Children's Centre and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff interaction, communication and consultation with children is a key strength of the provision. Staff work exceptionally well as a team to meet children's individual needs and they consistently maintain a motivated and respectful approach. The provision for children with special educational needs and partnership with parents, local schools and other agencies is outstanding. Exceptional use is made of self-evaluation processes to reflect on the quality of the provision, enhance children's learning and maintain continuous improvement. This is driven by the excellent example and direction provided by the management of the provision, where most aspects of good practice are identified and acted on.

What steps need to be taken to improve provision further?

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

- extending the two way flow information with parents, for example, by providing a summary of the next steps for children's individual learning

The effectiveness of leadership and management of the early years provision

The named child protection officer for the provision has an excellent knowledge of child protection procedures approved by the Local Safeguarding Children Board and fully understands her responsibility to protect the welfare of the child. All staff have up to date child protection training facilitated by the adjacent school. This means they have a secure knowledge of the procedures to follow if they are concerned about a child's welfare. There are effective systems in place to ensure that staff are suitable to work with children. Children's safety is maintained through the use of highly comprehensive risk assessments.

Staff are fully included in the self-evaluation processes through the use of a focused improvement plan. This identifies key aims for development and who will be responsible. Parents and children are fully consulted about any changes, through discussions and newsletters. Since registration, the provision has made many improvements. For example, they have devised a prospectus and staff handbook and organised children's transition to school. They have introduced drop-in and play sessions for new children and stay and play sessions for parents of existing children. The environment is welcoming to both children and their families. The staff team, including two managers, are a key resource due to their committed and positive approach towards the children and parents. Children make excellent use of the wide range of accessible resources and show independence as they choose to move freely between the inside and outside play areas.

Children have excellent opportunities to embrace diversity and develop skills that enable them to make a positive contribution to society. The provision celebrates the religious and cultural backgrounds of the children attending. For example, parents provide real life resources for a Chinese takeaway role play area and bring in photographs to show children about religious events, such as a Catholic christening. The provision for children learning English as an additional language is very good. Excellent communication with local schools and other early years provision means that transition processes are smooth and children are provided with continuity in their care and learning. Parents, staff and other agencies are involved in reviews and the creation of children's individual education plans. This good communication is the key to children's success and provides parents with reassurance that helps them to implement aims and objectives for children at home. Extensive opportunities for parents to be involved in the provision including home visits before children start are highly successful in helping new children to settle. Staff make good use of these visits to talk to parents and seek information related to their different cultural backgrounds and values. This enables them to embrace children's family traditions and ways of life. Parent's comments during the inspection show they are extremely happy with the provision.

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

Children make outstanding progress in relation to their developmental starting points. They often seek the involvement of others within their play, as they copy the positive and inclusive approach of staff, who have an excellent knowledge and understanding of children's individual needs. Children who have special educational needs are provided with exceptional one to one support, which enables them to reach their full potential. Staff make use of weekly team meetings and consultation with children, to plan a wide range of exciting and inspirational activities. For example, children are asked to suggest ideas for projects, such as, "under the sea" and to think about where they can research information. Consequently, they show enthusiasm for everything on offer and are provided with an enjoyable and challenging experience across all areas of learning.

Staff know the children extremely well and show good accountability, as they consult with the manager of the provision and keep her up to date about discussions with parents. They make excellent use of observation and assessment to record children's achievements and link their progress to learning and development guidance. The provision recently introduced a system that enables staff to refer to accessible information about all children's learning priorities. This enables them to provide a unified approach to promoting children's development. However, the provision of developmental summaries for parents is not fully realised.

Consistent use of open ended questions capture and sustain children's interest and promote their ability to communicate and make sense of the world. Consequently, children are exceptionally motivated and inspired in their learning. They show great self-confidence as they share what they know and understand. Children know what is expected and are extremely well behaved and co-operative. They are exceptionally happy and settled and form close and positive relationships with staff and their friends. Children show interest in books and enjoy talking with staff about aspects of favourite stories, for example, about mermaids. They enjoy adult interaction in their play, for example, as they sit together around the outside of a large tractor tyre and count the number of children that can fit in this space. They build and construct using drain pipes and plastic stands and consider how they can use water to help the balls travel along the pipes. Children learn about the wider world as they join in with traditional Irish dancing, demonstrated by a group invited to the provision. They show interest in the features of living things as they plant flowers, seeds and tomatoes in a designated area.

Children show great enthusiasm for outdoor play. They run freely and show excellent co-ordination and control of their movements as they crawl, swing, climb and balance on the good range of outdoor play resources in the adjacent school playground. This includes low level wooden apparatus and a cargo net that promotes children's enjoyment of being active and provides them with sufficient challenge. Children improve their hand and eye co-ordination, for example, as they use tongs to pick up small shells and put them into a container. They develop their

senses as they play with water, sand and other media, such as cornflour, jelly, shaving foam and dried pasta and rice. Children show interest in creating patterns as they use different textured rolling pins and modelling dough. They play imaginatively with mermaids, different sized shells, plastic animals and netting in a pretend sea life area. Staff involve children in the process of completing daily checks of the premises, by using photographs and discussion. Consequently, children get used to identifying hazards and learn how to keep themselves safe. Children's knowledge of healthy eating is promoted through the use of posters and the provision of a selection of fresh fruit and raw vegetables for snack time. Parents make and bring in special sweets and a type of rice pudding for children to try and take home, related to cultural celebrations. Parents are provided with guidelines about the content of packed lunches, which means that children are provided with nutritious meals. Children know to wash their hands before eating, which means they are protected from the risk of cross infection.

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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