

Sunbeam Pre-School

White House Junior School, Marlow Road, IPSWICH, IP1 5JN

Inspection date	07/11/2012
Previous inspection date	11/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children settle very well as staff sensitively support them with the transition between home and pre-school. Staff get to know children well as individuals and are warm and give attentive care to them. Consequently, children are happy and relaxed as they feel safe and secure in their care.
- Children enjoy a broad variety of fun activities to support their learning and development.
- Positive and trusting partnerships are established with parents. Regular communication aids continuity of care and supports children's welfare and aspects of their learning and development.

It is not yet good because

- Self-evaluation is not sufficiently rigorous to make finer improvements to practice and documentation to ensure revisions and updates are identified and addressed promptly.
- Development records are not consistently maintained or updated for all children and are not fully utilised to inform planning for individual children. They are not routinely shared with parents and some parents are not fully engaged by the pre-school with their children's learning and development.
- The safeguarding policy requires updating to fully reflect the requirements of the Early Years Foundation Stage, regarding the use of mobile telephones and cameras within the setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main playroom and in the outdoor area.
- The inspector spoke with the staff at appropriate times throughout the observations and discussed activities and children's individual capabilities with them.
- The inspector looked at information for parents and wall displays.
- The inspector looked at children's learning journeys and a selection of policies and children's records.
- The inspector checked evidence of the suitability and qualifications of the staff.
- The inspector also took account of the views of parents through face-to-face discussions with them.

Inspector

Hazel Meadows

Full Report

Information about the setting

Sunbeam Pre-School was originally registered 2005 and re-registered in 2011 when it moved to new premises. It operates from a large, purpose designed room, developed from two classrooms, in Whitehouse Junior School in Ipswich, Suffolk. The pre-school is

accessible to all children and there is a fully enclosed garden area available for outdoor play. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until 12 noon and 12.30pm until 3.30pm. An optional lunch club operates from 12 noon until 12.30pm and children are able to attend for a variety of sessions. The pre-school serves the local and wider area.

The pre-school is registered on the Early Years Register. There are currently 79 children on roll in the early years age range. The pre-school provides funded early education for eligible two-year-olds and three- and four-year-olds. 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 members of staff, all of whom hold appropriate early years qualifications. The pre-school leader is trained to level 4 and one member of staff has an early years degree. The group is a member of the Pre-school Learning Alliance and receives support from local authority staff, as required.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure policies are updated as required, for example, ensure the safeguarding policy is updated to cover the use of mobile phones and cameras in the setting.

To further improve the quality of the early years provision the provider should:

- explore ways to improve and streamline observations and assessment to offer a more consistent and accurate reflection of all children's progress and utilise to inform planning for individual children
- explore ways of sharing children's learning journeys development records more effectively with all parents and seek to engage parents to share their child's learning and development at home
- implement a more systematic and focussed method of self-evaluation, incorporating the views of parents and children, to highlight strengths and to identify any weaknesses in practice and documentation, ensuring any areas for improvement are addressed promptly.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school is welcoming, stimulating and well-equipped, with a broad range of appealing activities to engage the children. Most of the session offers free play and children have liberty to choose their preferred environment, whether to play indoors or outside. Many toys and resources are stored on low level shelving, readily accessible to the children. Picture labelling on some of the boxes enables children to make their own choices. When children start at the setting, parents are invited to complete an 'All About Me' leaflet to offer a summary of their child's capabilities and preferences. Each child is allocated a key person, with consideration given to whom they particularly bond with, to monitor their individual learning and development. Staff get to know children and their capabilities well and some observations are recorded in a learning journey, supported by photographs and examples of the children's work. However, some are not consistently maintained and monitoring is somewhat uneven. Not all learning journeys have been updated to reflect the seven areas of learning. Observations are not routinely used to identify children's next steps or to inform planning for individual children. Although staff may be aware where a child's learning or development is below those of other children their age, the learning journey does not always reflect an accurate indication of the child's skills, abilities and progress or indicate the next steps in the child's development. Staff are at the early stages of implementing summaries for two-year-olds and these have not yet been shared with parents.

Children are developing very positive relationships with staff and their peers and many know one another's names. They are learning social skills, such as turn-taking, sharing and they work cooperatively together. For example, two children have great fun, laughing together as they play at either end of a play tunnel, taking turns to pull each other along. Many children talk freely to staff and to visitors, confidently asking questions and sharing their comments. Staff are well integrated in the children's play and are skilled at engaging them in conversation. They listen attentively and give children time to think and respond. Children enjoy playing in the well-equipped outdoor area which promotes their physical development. They have plenty of exercise as they dig in the sand and garden area and enthusiastically join in with a music and movement session. They are developing coordination skills and confidence with stilts, balls and manoeuvring ride-on toys. Finer physical skills are developed indoors as they use scissors and use crayons with increasing skill.

Children's appreciation of books is fostered as they share favourite books either snuggled up one to one with a member of staff or in a larger group. Children are encouraged to recognise that text has meaning as they are encouraged to find their name cards when they arrive and prior to snack. However, this exercise is difficult for younger children as the cards are all very similar. Children are purposefully making marks on paper and developing pre-writing skills as they paint, use chalks outside or colour on paper. An older child carefully writes on sticky notes, mimicking staff recording their observations, and is beginning to form recognisable letters. Children's role play is well supported with a selection of good quality props and dressing up clothes. Children explore a broad range of media, such as play dough, paint and foam and a few examples of their artwork are displayed on the walls, helping them to feel their efforts are valued.

Children learn about the world around them and their immediate community as they visit a nearby allotment. They also grow and care for flowers and vegetable in the garden plot, eventually sampling home-grown carrots. Staff draw their attention to what happens to leaves in autumn and the changing colours and children delight in being shown a hedgehog by the teacher from the adjacent nursery. Children have some opportunities for counting and some reference is made to different shapes and numbers, although this is somewhat limited. Some children are beginning to recognise numbers, for example, an older child is able to recognise the number of her house on a number chart. However, the chart, behind furniture, is not easily accessible or visible.

The contribution of the early years provision to the well-being of children

Children settle very well as they are gently supported with their transition from home to pre-school. Staff get to know children as individuals and have a sensitive approach to settling in, which is guided by close communication with parents and by each child's particular needs and personality. Close liaison with the adjacent school nursery aids smooth transitions as children later move onto school. Children form close and trusting relationships with staff, who are warm and attentive to them, and they clearly feel safe and secure within the setting. Staff are positive role models and treat children with kindness and respect. Children are becoming confident and independent, developing a positive sense of self-esteem. They are forming friendships with their peers and some play cooperatively together. Children are well behaved and are learning how to consider others and help one another, for example, one child happily helps another to put on some dressing up clothes.

Robust procedures are in place to promote children's health and safety. Children are becoming familiar with good hygiene habits through regular routines and reminders from staff. For example, they wash their hands thoroughly before snack and after toileting or a nappy change. Children's nappies are changed regularly to ensure they remain fresh and to protect their skin. A nutritious and plentiful variety of healthy snacks is offered, containing fresh fruit and vegetables. Children have easy access to their drinks, learning to be independent. Children enjoy the appealing and well equipped outdoor area where they benefit from fresh air and exercise. Staff are very attentive to children's safety at all times whilst offering them liberty and freedom to explore.

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

Good adult to child ratios are maintained to ensure children are well supported in their play and learning. Staff work very well together as a cooperative and competent team to aid the smooth running of the session. They are very well deployed and mindful of safety and security, enabling children to play freely and safely. Staff have a very good

understanding of child protection issues and are clear of their roles and responsibilities to safeguard children. The management follows Local Safeguarding Children Board procedures to ensure that any concerns are handled promptly in a professional and proper manner. The majority of staff have attended safeguarding training and a written safeguarding policy outlines most procedures. However, this policy requires updating to fully reflect the requirements of the Early Years Foundation Stage regarding the use of mobile telephones and cameras within the setting. The fire procedure is regularly practised with the children to ensure they are familiar with the procedure and that it works effectively.

Ongoing staff development is encouraged through annual staff appraisals and by undertaking training. Staff meetings are held every half-term and staff also informally reflect and discuss issues on an ongoing basis to make some improvements. An Ofsted self-evaluation form was completed prior to the previous inspection. However, self-evaluation is not systematic or sufficiently rigorous and focussed to identify, and promptly rectify, weaker areas requiring improvement. For example, revised methods have not been consistently implemented to monitor children's learning and development. The recommendation from the previous inspection to improve observation, assessment and planning has not been fully addressed. Parents' and children's views are not routinely sought to further inform self-evaluation. Staff have a very positive attitude to diversity which is reflected in some of the resources available. Children with any identified additional needs are well supported through close liaison with parents and other professionals if required. Individual education or care plans are drawn up by competent staff who use their knowledge of child development and the individual child to tailor the support to their particular needs and stage of development.

Very positive and trusting partnerships are established with parents and two-way communication is encouraged to promote children's welfare. Comprehensive details are gathered about the children and written parental consents are obtained to ensure children are cared for according to their parent's wishes. Newsletters, and well-presented notice boards and information in the lobby area, keep parents informed about particular issues, including a parents' guide to the Early Years Foundation Stage. Parents' comments, received during the inspection, are very positive. Several state that their child's confidence and communication skills have increased and they find the staff very friendly and approachable. Some parents, however, state their child's learning journey development record has not been shared with them. The setting endeavours to work in close partnership with all parents, seeking support or advice from other childcare professionals at any early stage if required, to help children progress towards the expected development range for their age and stage. Effective links are established with local Children's Centres and the local authority to support families and offer a collaborative approach.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY429651
Local authority	Suffolk
Inspection number	888529
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30

Number of children on roll	79
Name of provider	Sunbeam Pre-School
Date of previous inspection	11/10/2011
Telephone number	01473 741249

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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