

Sunshine Pre-School and Day Care Limited

The Beccles Centre, Castle Hill, BECCLES, Suffolk, NR34 7BQ

Inspection date	12/02/2013
Previous inspection date	27/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children are active and keen learners. Staff know the children very well and provide activities they know children will enjoy. This ensures children engage in a broad range of learning experiences which help them to make good progress in their learning and development.
- Children establish close bonds with their key person and settle happily into the setting, with the support of kind, caring staff.
- The thoughtfully laid out playrooms allow children to follow their own interests and develop independence. This effectively promotes their future learning.
- Staff work well as a team under the effective leadership of the owner, who is committed to continually raising standards.

It is not yet outstanding because

- Staff do not always have all the information they need from parents about what their children can do at home to use in order to maximise on children's learning.
- The outdoor resources which support children's sensory development are slightly limited, particularly in the area used by the babies.

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 held a meeting with the owner/manager of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Lindsey Cullum

Full Report

Information about the setting

Sunshine Pre-School and Day Care Limited is privately owned and opened in 2008. The setting is registered on the Early Years Register. It operates from a purpose-built, single-story building set within the grounds of Beccles Children's Centre, in Suffolk. The setting is accessible to all children. There is a fully enclosed outside play area and the setting is able to make use of the adjoining school field for some outdoor activities.

The setting is open from 8am until 6pm, all year round with the exception of bank holidays and two weeks at Christmas. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

The nursery employs 11 staff. Of these, seven hold appropriate early years qualifications at level 3 or above, plus the owner/manager holds Early Years Professional Status. One staff has appropriate early years qualifications at level 2 and two are working towards level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- find further ways of encouraging all parents to consistently share information in relation to their children's learning at home, to inform planning for their children's learning at the nursery
- improve the quality of resources and experiences for babies in the outdoor environment to encourage babies to use all of their senses.

Inspection judgements

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

Children are enthusiastic and keen learners. They make good progress relative to their starting points because they are supported well by staff who are knowledgeable and understand how children learn through play. Staff know the children very well and use this information effectively to plan a broad educational programme, with interesting and challenging experiences that support and extend all children's learning to a good level. Children's progress is consistently tracked to ensure there are no gaps in learning. Staff have high expectations of children. They use their good knowledge of the children to accurately assess their learning needs, identify children's next steps for learning and areas that need on-going support. This ensures that all children, including those with special educational needs and/ or disabilities, have their learning needs well supported and staff effectively plan future play experiences. Planning across the setting shows there is a good balance between child-initiated and adult-led activities.

Resources are purposefully deployed that match children's interests, for example the role

play area has been developed into a hairdressers shop to support children's investigation of the world through acting out familiar experiences. The indoor and outdoor areas are generally well resourced and used to promote all areas of children's learning. However, the outdoor space used by the babies, which is mainly a raised deck area, lacks the richness of resources which stimulate young children's sensory development. Older children choose to spend a high percentage of their day in the outdoor area designed to meet their needs. Children can choose to chalk on the concrete, they happily draw faces or shapes with increasing control and coordination. They engage in imaginative games, such as repairing toys with their pretend tools. This leads to discussion about what equipment they might need, writing these items on a list and pretending to go to the shop. There is a planted garden area prepared for children to grow vegetables in the spring and a sensory garden with herbs for children to explore using touch, smell and taste. Children recall growing and harvesting strawberries which they ate for their snack. This develops children's understanding of the world around them.

Staff are skilled at providing activities which engage children and allow them to explore and experiment. For example, they introduce new activities such as marble effect painting. Staff spend time demonstrating how children might create a picture, then allow children to try themselves or develop their own ideas. Children thoroughly enjoy this freedom, some choosing to print onto heart shaped pieces of paper. This leads on to a discussion about special days and sending cards to the people that you love, promoting children's understanding of forthcoming events. Other children follow their own interests and use the materials to experiment with mixing water and oil-based paints. They confidently pour water from a jug into small trays and add the paint, adeptly using pipettes or squeezing tubes, demonstrating increasing dexterity and coordination. Children become engrossed in mixing and watch the patterns forming as they stir the materials together. Staff are skilled at asking open-ended questions which encourage the children to think, predict or express their thoughts.

Children's communication skills are particularly well encouraged throughout the setting. Staff working with babies encourage them to make sounds in response to being spoken to and introduce simple words which they can imitate. Older children are beginning to use more complex sentences and confidently talk about their experiences, connect ideas and explain what is happening. Some children are particularly interested in rhyming sounds and enjoy playing with words during games of matching and rhyming.

Older children in the pre-school room show confidence in their play. Friendships are developing and children frequently engage in imaginative games with their friends. Children make many decisions, for example they help themselves to resources, choose when to have their snack or play outdoors. They are learning to dress themselves appropriately for the outdoors and focus intently on trying to fasten zips or put on gloves to protect them from the cold. This growing independence prepares children well for their transition into school.

Staff working with babies are skilled and well-trained to care for them. A well-established key person system is effectively used and key persons build close relationships with families. Therefore, babies develop strong bonds with their key person which helps them settle well into the setting so they are motivated to explore their environment, with the

solid reassurance from adults. Children know staff are on-hand to support them while standing and climbing and express their delight through smiles and giggles as they climb the steps to the small slide. Staff show great care as they sit with the children and pass items to them; they chat and extend children's abilities by showing them how to make sounds with the instruments. Young children are delighted as they bang on the drum. Consequently, their social and early physical skills are developing well.

Parents contribute to initial assessments of children's starting points on entry and are kept informed about their children's progress. Parents know they can look at their child's assessment records at any time and parents' evenings or planned 'parent days' are used as ways of sharing information about children's progress. However, the systems to ensure all parents contribute observations of their child's achievements at home to fully promote their child's learning in partnership with the setting are not yet firmly established. Staff show a secure awareness and understanding of the 'Progress check at age two'. They have shared relevant information with parents and prepared summative assessments in order to contribute to the check.

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

Children have developed secure attachments to their carers. They are confident as they come into the setting, taking off their coats and happily going into the playrooms where they are welcomed by staff and helped to settle at their chosen activity. Children's individual needs are well met and the staff work closely with parents during the initial settling-in period to ensure that consistent routines are followed, particularly for babies. The key person supports children well as they move from one room to the next within the setting, through planned visits. These enable the outgoing key person to liaise with the new key person and for parents and children to meet the new carer as well. In this way, important information is exchanged and children make an easier transition as a result.

Throughout the setting, relationships between adults and children are good. This promotes a relaxed and happy environment which enables children to feel cherished and secure. Children show respect for one another and understand risk through various activities and routines on offer throughout the day. For example, children learn not to run indoors as they might hurt themselves or others and remind each other of the rules on occasions. They understand how to use tools safely, such as how to handle small knives used when helping staff to prepare the snack. Consequently, children from a young age are adept at cutting, while also learning about healthy eating through the discussions which take place as they chop or peel the fruit eaten at snack-time. Meals are provided in accordance with parents' wishes and any allergies or dietary needs are given high priority. Staff are trained to administer any medication children might require, in order to maintain children's good health and well-being. Older children help themselves to drinking water, while drinking cups are nearby for babies. All mealtimes are social occasions, with staff sitting with the children to generate conversations and support children to feed themselves. Children develop self-confidence in their physical skills as older children participate in a variety of outdoor activities with an emphasis on fresh air and the importance of exercise. For example, they improve their balance as they keenly negotiate

the balance blocks or move with coordination as they climb and slide, kick balls or jump across the stepping stones.

Children begin to develop self-help skills from an early age and staff offer them support to develop their independence. Children demonstrate competence in managing their own personal care routines relevant to their age. Babies are nurtured as the key person cuddles children whilst having a bottle or settling them to sleep. Staff are good role models. Good behaviour is promoted through praise, encouragement and discussion about how children have been kind and helpful. Children visit local shops and celebrate national events or festivals throughout the year. Consequently, children are developing a good understanding of their local community and the wider world.

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

The owner/manager is highly motivated and inspires the staff to work as a cohesive and effective team to provide a good quality service for children and parents. All staff are well qualified for their roles and on-going professional development is actively encouraged, with several staff plus the owner pursuing higher levels of qualification through training. This ensures that all staff have a secure understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Effective recruitment practices ensure all staff are suitable and good induction and mentoring processes mean new staff quickly understand their roles and responsibilities and are fully focused on the needs of the children. Appraisals and staff supervision are used effectively to monitor staff performance.

All staff are committed to the continuous evaluation and improvement of their practice and effective systems are in place to closely monitor and assess the quality of the provision. For example, they use staff meetings to disseminate information from training attended, evaluate practice and monitor the quality of the educational programmes. The setting's strengths and weaknesses are effectively identified and plans demonstrate a strong commitment to further enhancements which will benefit the children. Recommendations from the last inspection have been addressed, with planning reviewed to make maximum use of adult-led activities to support and extend children's learning.

Close supervision of the children, effective staff deployment and clear policies and procedures contribute to the safety and welfare of the children. Staff have a good knowledge and understanding of safeguarding issues and are able to implement appropriate procedures to protect children from harm. A thorough risk assessment and daily checks provide children and staff with a safe and secure environment within which to play and work.

Positive partnerships between staff and parents ensure children's needs are well met. Effective communication helps to keep parents informed, for example, 'my day' sheets are completed by the key person for any child under two to share relevant information about the day's events. Records provide an accurate picture of the progress children have made against their starting points, showing their skills, abilities and any areas for development.

Where children need additional support or input, individualised plans are formed to ensure appropriate support is arranged. Parents speak very highly of the setting and the staff team, saying they are friendly, caring, helpful and professional. The setting liaises effectively with other agencies and professionals involved with children and their families to support children with particular needs. Teachers from the local schools visit the setting prior to children leaving to move on to school. This partnership working supports children and helps them to make a smooth transition.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY381838
Local authority	Suffolk
Inspection number	858708
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	68
Name of provider	Sunshine Pre-School and Day Care Limited
Date of previous inspection	27/03/2009
Telephone number	07941 831601 and 01502 711367

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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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