

Heatherlands Sunbeams

Heatherlands First School, Library Road, POOLE, Dorset, BH12 2BG

Inspection date

Previous inspection date

05/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 learning English as an additional language are very well supported by the pre-school.
- The indoor and outdoor areas are both used equally well to support children's learning and development in both environments.
- Children are extremely happy and settled and show high levels of enthusiasm as they confidently join in activities.
- Staff regularly join in children's play and make good use of open-ended questioning to challenge children's thinking.

It is not yet outstanding because

- Children enjoy a good range of play opportunities, but, at times, some activities are overcrowded, which reduces learning opportunities for some children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in activities indoors, outside and during meal times and care routines.
- The inspector had discussions with members of staff at appropriate times.
- The inspector spoke to several parents to gain their views.
- The inspector looked at children's records and samples of other documentation and policies.
- The inspector carried out a joint observation with the manager.

Inspector

Maria Lumley

Full Report

Information about the setting

Heatherlands Sunbeams first opened in 2006 and re-registered when it relocated to classrooms on the Heatherlands First School site in 2012. The pre-school is self-contained and has sole use of two classrooms and a meeting room, which staff use for small group work and parent groups. There are enclosed outdoor play spaces. The pre-school is open each weekday from 8am to 6pm for 50 weeks of the year. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 96 children aged from two years to under five years on roll. The pre-school gets funding for the provision of free early education funding to children aged three and four years. There are currently 12 staff employed. Three staff hold childcare qualifications at level 2 and eight staff hold qualifications at level 3 or above.

What the setting needs to do to improve further

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

- consider ways to organise activities, such as the water and foam play, more effectively to enable children to have more space in their play and exploration.

Inspection judgements

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

Children enjoy their time in the setting and come into the pre-school full of enthusiasm and excitement. Staff discuss children's abilities and preferences with their parents when they first start and this helps with the settling-in process. The children are making good progress with their learning given their starting points. Staff sensitively support children and know their key children well. Their secure recollection of children's interests and abilities enables them to support them during their chosen activity. Children's progress records demonstrate regular assessments of children's progress. Staff work closely with parents and other professionals to support children to reach their full potential. This two-way flow of information means parents are fully involved in their child's development. Staff have developed effective systems for completing the required progress check for children when they are aged between two and three years, involving parents in this process. The staff also have systems in place to liaise with other childcare professionals when this is required, to promote continuity in children's experiences.

The atmosphere is one of busy purposeful play. Staff use effective plans to support each child to acquire skills and foster their capacity to continuously develop. Staff give children time to explore and support them in developing a good understanding of how to be

expressive in their art and design. Children ably manipulate brushes and form marks on the paper saying, 'it's the blue sky', while another child notices the brown marks their friend has also made and says, 'that's a puddle'. Children want to paint some grass, but there is no green paint and so the member of staff encourages them to explore mixing colours. Children are delighted when they mix blue and yellow and watch as it turns green before going on to add some grass to their painting.

Staff are creative in the way they resource the role-play area, changing the theme on a regular basis. For example, they put seed trays, gardening utensils, wellington boots and astro turf in the area, and children visit the 'garden centre'. Staff follow this up by providing children with practical opportunities such as planting and tending vegetables and flowers in the garden. Children have first hand experiences of caring for the pre-school's pets, feeding the tortoise and fish. In addition a visitor comes to the setting with chicks, geese and guinea pigs that children handle and pet them. These kinds of activities help children learn more about the natural world.

Children take great delight when using the different types of equipment. They work as a team, manipulating lengths of guttering to create a course. They explore velocity as they roll marbles, balls and water down the course. Children have numerous opportunities to develop their understanding of mathematics. For example, they sort coloured reels into groups, they sequence them and engage in simple calculation.

Children spend considerable time in the designated outdoor construction area. They position large blocks to create structures. Staff support children's awareness of mathematics as they construct and children describe their buildings as being square and tall, counting the number of blocks and compare sizes, such as small and big. Other children use diggers and cement mixers; they put on hard hats and work, saying 'I'm building a house, I need bricks and cement'. Other children mow the lawn saying; 'my daddy does this in my garden'. They delight as they explore foam and water. They clap the foam in their hands and laugh as they watch pieces float in the air. This attracts the attention of lots of children who gather round and join them. However, the activity becomes overcrowded and children become frustrated because they cannot participate fully.

Children enjoy group story time and focus very well as staff read a book about holidays. The staff ask the children to recall what happened in the story. Children say, 'they went on the aeroplane and put seat belts on'. Staff take this opportunity to talk to children about safety and ask why they need to wear seat belts. Children reply saying, 'so we don't fall out of our seat'. Children who are learning English as an additional language are very well supported and included. Staff spend quality one-to-one time with them, looking at books and introducing new words such as 'chicken' and 'hay'. Staff effectively ask questions such as 'what do you think will happen next?' This helps children to develop their vocabulary and comprehension. The use of written words in the environment in various languages, staff's knowledge of key words and phrases and the use of the language pen and flash cards further support in this area of learning.

Children learn about various cultures and countries as they participate in well-planned, fun activities and outings. For example, they are taken to a Chinese restaurant where they

order and eat food. Parents take in photographs of children's homes and families. This makes children aware of each other's lives and supports their sense of belonging.

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

The pre-school's care practices support children to feel emotionally secure and effectively help children to be healthy. Staff consistently implement well-established procedures so that key persons welcome and support families and share information about children. As a result, the children form close bonds and secure emotional attachments to the caring staff. Children confidently seek staff out for help when needed. They have a positive approach to new experiences, as well as following organised routines that build confidence. Children concentrate and persevere as they enjoy their activities, including those that they develop for themselves and those led by adults. Children respond well to the clear boundaries set for them. Children hear gentle reminders to say please and thank you. Children are well mannered and their behaviour is good, as the staff share expectations and set a good example themselves. The use of agreed, consistent strategies such as reward charts and timers work well for some children. Children willingly take on responsibility, for example, tidying away equipment before lunch. The staff support children to become increasingly independent and achieve for themselves, accessing the sinks and washing their hands. Children learn how to fasten clothing, recognise their belongings and help put on sun cream. As a result, older children achieve good independence in hygiene and managing their personal care.

Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Snack time promotes healthy eating and staff talk with children about the fruit and vegetables they are eating. Children are very independent and ably manipulate utensils to serve their snack and pour drinks into cups. At lunchtime, children sit in social groups to eat their lunch with staff. Staff effectively manage any individual dietary requirements in close consultation with parents to meet each child's specific needs appropriately. Children benefit from plenty of fresh air as they play outdoors each day. They take great delight as they climb and slide on large play equipment and they negotiate speed and direction as they steer scooters and diggers. Children play ball with staff and their friends and give each other 'high fives' when they catch the ball or score a goal.

Children benefit from the stimulating learning environments. They move freely from the bright, stimulating classrooms to the inviting outdoor areas. Overall, all areas provide a wide range of resources that support all areas of children's learning and development. Children take care as they play, knowing to walk indoors and handle scissors correctly to keep safe. They benefit from visits by the fire officers where they sit in the cab, activate the siren and learn about fire safety.

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

Leadership and management are good and there is an accurate overview of the curriculum through the monitoring of the educational programmes. The pre-school offers a broad range of experiences to help children make good progress in their learning and development. There is a good level of understanding of how children learn and the quality of teaching is good. The staff team have a secure understanding of each area of learning and how children learn through play. The manager monitors the levels of assessments and planning. These enable her to make sure they are consistent and log an accurate understanding of all children's skills, abilities and progress. Staff work closely with individual children who have any specific needs and those who learn English as an additional language so that they make supportive interventions and any gaps in their learning are addressed. Joint working arrangements with other professionals ensure that any gaps are closed quickly to help children make progress.

The management and staff have a good understanding of the safeguarding and welfare requirements and these are well met throughout the provision. There are robust recruitment procedures in place for protecting children. All staff have completed training for safeguarding and have a secure understanding of how to respond if there is a concern about a child. Staff know and follow clear policies and procedures and implement these consistently to keep children safe. There is a strong commitment to ongoing training to enhance staff's knowledge and skills, and, in turn, the quality of the provision for children. Training needs are identified at regular team meetings and appraisals. Staff complete effective risk assessments to maintain a safe environment for children. Staff are beginning to involve children in the risk assessment process with the implementation of children's laminated check lists to enhance their awareness of risk.

High priority is given to partnership working. Staff welcome advice and guidance from the local authority. They work very closely with the school they are attached to and other local schools to support children to become familiar with teachers and the new environment before they move on to school. Therefore, children are very well prepared for this event in their lives. Parents are enthusiastic about the provision, describing staff as easily approachable and brilliant at keeping parents very well informed. They value the consultation meetings they have with staff and the informative newsletters they receive. Parents report that staff are very supportive of families and that they work in partnership to resolve any childcare issues they have, such as agreeing behaviour management strategies.

Self-evaluation is continually changing and demonstrates staff's clear drive for positive improvement. The pre-school are continually improving outcomes for children. For example, they constantly review resources, identifying any gaps in the provision and purchasing new items to support children's continued learning and enjoyment. They are currently in the process of purchasing a digital nursery table to extend the existing electronic resources already used by children. Staff respond to any areas for development to support them in delivering high quality care and education. For example, sectioning off the outdoor area to further develop younger children's safety.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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	EY455867
Local authority	Poole
Inspection number	894251
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	180
Name of provider	Sunbeams Day Care Ltd
Date of previous inspection	not applicable
Telephone number	07968 985 925

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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, which are usually the childminder's 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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