

# Sunbeam's Pre-school and Kids Club

Newton on Trent Junior CE Primary School, High Street, Newton-on-Trent, LINCOLN, LN1 2JS

## Inspection date

24/05/2013

Previous inspection date

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

- Staff have a secure knowledge of how to promote children's learning. They make good use of children's individual interests to extend their learning and development across all areas.
- Strong partnership working with the host school is highly effective in supporting children who are more able by offering them greater challenge in their learning.
- Children benefit from challenging experiences and learn to take appropriate risks because staff teach them how to assess risks and keep themselves safe.
- Children make good progress towards the early learning goals and are prepared well for school, because the educational programme is carefully monitored to ensure a good standard of teaching and learning.

### It is not yet outstanding because

- Outdoor spaces are less well used during cold and wet weather, which lessens opportunities for children to experience all types of weather and seasons.
- There is scope to enhance children's experiences of diversity by increasing the range of resources for role play.

## **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 in the playroom and at the host school.
- The inspector sampled a range of documentation, including evidence of suitability checks carried out on staff and children's development records.
- A joint observation of teaching practice was observed and discussed by the inspector and the registered person.
- The views of parents spoken to at the inspection were taken into consideration.

## **Inspector**

Elisabeth Wright

## Full Report

### Information about the setting

Sunbeams Pre-school and Kids Club was registered in 2012 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is situated in a refurbished classroom within the Newton on Trent Junior CE Primary School in the village of Newton-on-Trent, Lincolnshire, and is privately owned. The pre-school serves the local area and is accessible to all children. It operates from one main room with a snug room for sleep and relaxation. There are two fully enclosed areas available for outdoor play.

The nursery employs five members of childcare staff. Of these, the manager has an early years qualification at level 6, two staff have qualifications at level 5, one has a qualification at level 3, and one has a qualification at level 2. In addition, the registered person has Early Years Professional Status. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently seven children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds.

### What the setting needs to do to improve further

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

- make better use of the outdoor space to increase the opportunities for children to experience all seasons and weather
- enhance children's understanding of diversity by increasing the range of resources for role play that reflect a wide range of cultures.

## Inspection judgements

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

Children make good progress in their learning and development because staff have a secure knowledge of their individual learning aims and have developed skilful teaching techniques. Staff know the children's needs well because they have detailed initial discussions with parents, in order to establish children's starting points on entry to the setting. The partnership is continued through an ongoing exchange of information between key persons and parents, which ensures children's learning and development needs are supported consistently between the setting and home. This firm foundation is built on through sensitive observations, which are accurately assessed to give a clear picture of each child's interests, progress and development needs. Therefore, activities

and interactions are appropriately targeted and effective in promoting learning. Children are involved in this process through discussion and research. For example, a colourful display board tracks the story of how their interest in growing has expanded over time. This means the children can see how their ideas are extended and developed. Brightly painted sunflowers represent the investigation children have carried out, in order to find out what they expect the seeds they have planted are going to grow into. This means they develop a clear understanding of what they are doing and why. The techniques they learn of planning and research support their future learning well and ensure they are ready for their move on to school.

The educational programme supports children's development well across all areas of learning. Good use is made of the outdoor areas most of the time for children to build their experiences of the natural world. However, in wet and windy weather the garden is not as well used, which lessens the opportunities that children have to learn about different weather and seasons.

Children's communication and language skills are developing well. Staff interactions effectively encourage children to think critically and creatively through open-ended questioning and activities. This means children follow their own learning style, which increases their learning potential. For instance, one child painting a ladybird picture follows his interest in books by closely looking at the picture in order to make an accurate copy. Another child develops a storyline about the ladybird. She adds layers of paint carefully while describing what is happening. A third child focuses on detail as he counts the spots and legs and paints a happy, smiling face.

Children gain experiences as part of the local community through regular visits to the host school and walks to local amenities, such as the park. They learn about the wider world through activities based around festivals. The setting provides some resources which develop children's positive attitude to and understanding of diversity, through positive images. However, there are fewer opportunities for children to fully experience the cultures they have learned about through role play.

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

The strong bonds that key persons make with the children mean that they are settled and happy in the setting. They are confident and feel secure; therefore, they are motivated to explore the possibilities of their environment and are keen to learn. The good organisation of space creates areas where children can focus on their own ideas and play, without disruption or distraction from others.

Good quality resources, which are easily accessible, provide children with a wide range of experiences and learning opportunities. Children demonstrate they feel at home in the setting as they help themselves to the things they need and organise their own play effectively. They choose the colours of paint they need for a painting activity, fetch trays and share them out, and squeeze the paint into them, taking turns with each colour. This supports children to develop social skills for the future.

Staff act as good role models to children. Consequently, children develop good social skills and behaviour. They develop independence because staff encourage them to do things for themselves. Children learn to understand and support each other's needs. For example, one child struggling with the zip fastening on his coat asks another child to help him, which he does readily. The high levels of confidence that children develop in their own abilities mean they are able to approach changes in life, such as moving on to school, with a positive attitude. This is further enhanced by the close links between the setting and the local school. Children visit the classroom regularly, with their own familiar staff and parents. Therefore, they are very comfortable with the teachers and structures of school culture.

Children's good health is supported well by the frequent access they have to playing outside in fresh air most of the time. Children learn the benefits of healthy eating as they choose fruit from a bowl at snack time and cut it for themselves. They are able to do this safely because staff teach them how to assess risks and use knives competently and carefully. The strong professional relationships that are fostered between staff and parents ensure that knowledge of children's specific care needs are consistently shared.

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

The manager and staff team have a secure understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Rigorous methods of monitoring the setting ensure that continuous improvement is in place, which benefits the children's care and learning. The setting's development plan is displayed prominently on the notice-board, which means all parents and staff have a clear understanding of future plans. Parents' views are sought through questionnaires, as well as regular conversation with staff. Staff target conversations with children to gain their views of what they like or dislike and what they would like to do in the setting.

The quality of the educational programme is assessed by the company educational support practitioner. This ensures that teaching is of a high quality and children are making good progress, and shows a positive attitude to providing children with good quality care and education.

The setting works well in partnership with other professionals to the benefit of the children. Advice from the local authority support worker is sought and acted upon promptly. For example, arrangements are in place with the local school for more able children to join with the younger children to extend their phonic knowledge. Parents spoken to express they are happy with the care and learning their children experience; they feel they are confident and eager to attend and have made significant progress, especially in their use of language.

Children's welfare is safeguarded through the robust recruitment process. This ensures that checks are carried out to determine the suitability of staff before they start at the setting. The initial induction process includes supervision and guidance from a mentor. As a result of this, the training needs of staff are promptly identified and acted upon, in order

to continuously develop the skills of the team. Staff demonstrate a clear understanding of the signs and symptoms which would alert their concerns for a child's welfare. Robust policies and procedures are in place to ensure that these concerns are dealt with appropriately. Written risk assessments of the premises and outings within the locality are effective in identifying and minimising risks to children. This means children are safeguarded well in the setting.

### **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

<b>Unique reference number</b>	EY453095
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	894054
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Sunflower Smile Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01777228365

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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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