

Sunbeams Pre-School

The Summerhouse, St Dunstan School, William Street, Calne, Wiltshire, SN11 9BD

Inspection date	03/04/2014
Previous inspection date	12/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 progressing well relative to their starting points because the key person system is embedded and staff recognise how children learn.
- The safeguarding requirements are met effectively and as a result, children's well being is supported well.
- The staff promote the development of children's language skills well and through eye to eye contact and sign language children are able to communicate effectively.
- There are good partnerships with parents, carers and other professionals, which means that all adults are able to contribute to children's learning through the regular sharing of information.

It is not yet outstanding because

- Although children have regular access to the outside play spaces, resources do not yet cover all areas of learning, such as books and role play so that children are able to fully develop their play both inside and outside.

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.

Inspection activities

- The inspector observed activities in the two play rooms and the gardens.
- The inspector held a meeting with the manager of the provision and invited her to carry out a joint observation.
- The inspector had discussions with the staff and children.
- The inspector checked the evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

Sunbeams Pre-School has been open since 1972. It is on the Early Years Register and is managed by a voluntary management committee. It operates from two mobile classrooms in the grounds of St Dunstan Primary School, Calne. The preschool serves the town and rural area. Children are grouped according to ages in each classroom. The preschool children have use of a main playroom which has its own toilets and kitchen area. The younger children also have a main playroom, toilets and kitchen area. Both classrooms have separate enclosed garden areas for outside play. Children also have access to the school grounds. The preschool is open on Mondays, Tuesdays, Wednesdays and Fridays from 9am until 3pm and on Thursdays from 9am until 12 noon, during school term times only. There are currently 53 children on roll, all in the early years age range. The preschool receives funding for free early education for children aged two, three and four years. They offer support to children with special educational needs and/or disabilities. There are currently nine staff members who work directly with the children. The Manager has a level 4 and the Deputy has a level 6 early years qualifications, one member of staff holds a level 2, three hold a level 3 and one has a level 2 qualification in early years. There are two staff who are working towards achieving a level 3 qualification in early years. The pre-school is supported by the local authority early years advisory team.

What the setting needs to do to improve further

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

- consider further development of both outside areas, so that children have regular access to resources that cover all the areas of learning in these areas.

Inspection judgements

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

Children settle well in the setting. They are welcomed into a caring, friendly and warm environment where they are able to progress in their learning and development. Children have very good opportunities to develop their language skills, through taking part in songs, rhymes and listening to stories. Children are encouraged to use sign language to communicate with each other and the staff. Staff get down to children's levels when speaking to them and will also use sign language as they interact with the children. This helps children to hear the words spoken clearly. Children thoroughly enjoy listening to stories. They are given time to talk about what they see in the pictures and staff allow each child time to speak when needed. This helps children to develop their confidence to speak in a group. Children have easy access to books and enjoy looking at these alone or with staff. They develop their communication and language skills through very good interactions with the staff and each other. Children learn to use sign language as they

interact with the staff and regularly use this to join in with songs and stories. Children feel comfortable expressing how they feel, such as telling staff they feel happy or sad and why. Staff make sure they talk to children at their level and have eye contact with the children as they talk. This helps children listen to the staff talking and means they can see the face of the adult as they speak.

Children develop their personal, social and emotional development as they learn about making friends, sharing and taking turns. They play well together, and when children do not know someone's name they are confident enough to ask them. For example, children playing in the den ask the other children's names before inviting them to join in with their play. Staff are quick to sort out minor incidents and remind children to be kind to each other and to say sorry if they have hurt their friend. This helps children understand that their behaviour has consequences and that they need to be kind to each other.

Children have good opportunities to develop their physical skills as they play. They are able to freely access the outside play areas so they can develop their play. Children enjoy using water to paint and make marks on the board. They carefully fill a container with water from the outside tap, putting just enough so they can carry it back to the board where they use sponges or brushes to 'paint' the board. Children enjoy developing their imagination and enjoy role play. They use dough to make shapes; they roll, knead and cut as they play. Children enjoy painting the plastic dinosaurs and making dinosaur footprints on their paper. They talk to each other and staff about the colours they are using and the shapes they are making on the paper. Children proudly show their work to others and receive praise from the other staff. This helps to build children's self-esteem and confidence. Children learn to count because they are encouraged by staff. For example, when children walk to school to see the chicks they talk about how many they think there will be, how many eggs there were and the colours of the chicks. Children understand about keeping safe when walking to school, as staff explain about walking in a line and holding hands. Children are learning about the world around them, through talking about the chicks and how they have hatched, for example. Children are acquiring the skills, attitudes and dispositions they need to be ready for school or their next stage in their learning.

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

Children are able to form close bonds and attachments with their key person because the system is secure and well established. Children demonstrate they feel safe and secure at the setting and in the company of the caring staff. They are confident and happy. Children are well behaved and understand the rules of the setting. Staff quickly deal with any minor incidents and children are reminded to use kind hands towards each other. Through gentle reminders from staff children are learning to be polite and well mannered.

Children are beginning to learn about healthy lifestyles. Children demonstrate they understand the importance of hand washing before eating, after using the toilet and being outside. When asked by staff what they need to do before having a snack, they eagerly respond, demonstrating their awareness. Then when the member of staff asks them why

they need to do this, they reply 'because we may have germs on our hands'. Children sit well at snack time. They eagerly join in with the staff to sing a song and many of the children use sign language along with the staff as they sing. Children are selected as helpers to give out plates and cups and demonstrate their growing knowledge of sharing as they pass the fruit and leave some for others. The helpers pour drinks for their friends and collect the plates, saying thank you with little or no prompting from staff.

Children enjoy being able to easily access the enclosed garden spaces. As the children are divided into age specific groups in the buildings, the garden areas are enclosed and the age children play separately. As the doors are left open to the classrooms, children are free to wander between inside and outside. Staff regularly check the numbers of children inside and outside to ensure the correct deployment of staff. Children are able to develop their physical skills such as running, riding bikes and balancing skills when outside. However, not all resources to support children's all round development are available outside, such as books and role play. This means children are not able to develop their play outside easily. Children are prepared well for their transition to their next stage of learning.

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

The provider has a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The staff have a good understanding about the procedures to follow should they have any concerns about children in their care or the behaviour of other staff. The staff ensure that any person who has not completed suitability checks is not left unsupervised with children. Recent reviews of policies, including the safeguarding policy and risk assessments are shared with staff to ensure their full implementation. This helps to minimise potential hazards to children and keep them safe when at the setting. Recruitment, induction and staff appraisal processes have all recently been reviewed and updated to ensure these are more robust to protect children and ensure that all adults are suitable to work with children. The provider has a good understanding of their responsibility in meeting the learning and development requirements. Staff are confident in their understanding about how children learn, their key children's starting points, interests and next steps. As a result, detailed observations, assessments and planning ensure that children's individual needs are met well and their progress relative to their starting points is good.

The staff work hard to build good partnerships with parents, carers and other professionals. Staff provide regular newsletters, have regular meetings with parents and this allows them to discuss their child's progress and share the learning journals. This helps to keep parents fully involved in their child's learning. Social events are planned, such as an Easter party, which parents are encouraged to attend. This means the children can share what they have been doing at the setting by showing their work displayed on the walls in the classrooms. Parents complete a questionnaire regularly, which means they are able to share their comments with the staff. Comments seen indicate that the parents are very happy with the care provided and the range of activities their children take part in

during the day. Links with other professionals are good. Regular meetings and sharing of information means that all adults are able to contribute to children's learning and development.

The staff and management have recently completed a detailed evaluation of their practice. The manager is highly motivated, enthusiastic. The staff are a strong team and all work closely together to provide a caring, warm environment for the children to learn and play safely. A detailed evaluation of practice, which clearly highlights the settings strengths and areas to improve for the future, demonstrates the provider's drive to improve and provide good quality childcare.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	199434
Local authority	Wiltshire
Inspection number	967346
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	36
Number of children on roll	53
Name of provider	Sunbeams Pre-School Committee
Date of previous inspection	12/05/2010
Telephone number	01249 816987

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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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