

Sunshine Pre-School

The Pavillion, Recreation Ground, Dunkirk Avenue, DESBOROUGH, Northamptonshire, NN14 2UB

Inspection date

01/04/2014

Previous inspection date

08/06/2010

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

- Teaching is good because all the staff have a good understanding of how to plan activities for each child that follow their interests and provide sufficient challenge to help them continue their learning, and as a result, children make good progress.
- Children are safe because the staff provide good supervision during their activities. The staff understand the importance of following the correct procedures in the event of any child protection concerns and suitable risk assessments are conducted which contribute to children's safety.
- The pre-school staff have developed strong partnerships with the children's parents which means that the vast majority of their individual needs are met.
- The effective leadership and management of the pre-school contributes to children receiving good quality care and enables them to make progress in their learning and development. The leadership team work with the staff to support the ongoing development of the provision through well-targeted plans for the future.

It is not yet outstanding because

- The programme for the ongoing professional development of the staff team has not been fully strengthened.
- On occasion, the partnerships with parents are not fully maximised to ensure that each child's unique personal care needs are always met.

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 playroom and in the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and supervisor and with two members of staff.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children and took account of the provider's self-evaluation form.
- The inspector spoke with the children at times throughout the inspection.
- The inspector spoke with a number of parents and carers on the day of the inspection.

Inspector

Melanie Eastwell

Full report

Information about the setting

Sunshine Pre-School was registered in 1992 and is on the Early Years Register. It is situated in Desborough, Northamptonshire, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from the pavillion building within the recreational ground in Desborough and there is an enclosed area available for outdoor play. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, 3 and 6. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12pm and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 42 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 who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the already good programme of supervision and professional development for the staff, for example, by introducing observations of each other to continue to enhance their interactions with the children
- strengthen the already strong partnership working with parents to ensure that each child's personal care needs are always met effectively.

Inspection judgements

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

Teaching is good in this welcoming pre-school. The staff support children sensitively and they extend children's thinking through talking to them about what they are doing. For example, a practitioner supporting a child to complete a puzzle makes appropriate suggestions for the child to look carefully at the pieces to see which ones matched with the pieces they had put together. The child learns about colours through this conversation as well as a range of different positions because the practitioner suggested that they turn the pieces around and up the other way to see if they will fit. The whole staff team are skilled in their interactions with the children, using their knowledge to teach them. For example, the children thoroughly enjoy the physical education sessions. Their physical skills are promoted because they take part in activities, such as bats and balls which supports their hand and eye coordination. A practitioner enables children to learn how to do hopscotch. She demonstrates to the children how to jump from one square to another, saying 'feet together, feet apart'. The children watch and most are able to follow this

pattern. Later this is extended into hopping between the squares. The staff's genuine interest and enjoyment in getting involved with what the children are doing is infectious and they laugh and giggle together during the activities. This results in children's confidence and self-esteem being supported. Children are learning about colour recognition through a game where they throw bean bags into netted hoops. The member of staff asks them to select a particular colour of bean bag and asks them to throw it into a different coloured hoop. This encourages children to think about the two instructions.

Children's progress in their learning and development is clearly evident in their well-presented observation files. These files contain observations, photographs and samples of their drawings and artwork. The key person for each child gets to know them well and they plan activities and suitable next steps for each child. Parents are fully involved in their child's learning. They are asked for detailed information from home when the child starts attending about their progress and interests. The key person uses this information alongside guidance documents to identify each child's starting points. Through the ongoing observations and regular parents' consultations they plan entirely appropriate next steps for the children's learning. Each week the children spend time with their key person in small groups where they take part in focused activities linked to their individual next steps. This group time supports children because they are introduced to new ideas and concepts. Later, the children's learning is demonstrated through their free-play activities. For example, a practitioner talks with the children about mathematics, particularly about 'more than' and 'less than'. She uses bricks to demonstrate this to the children. Later, the children are observed to be using this concept because they talk about one tower having more than the other while building with construction toys.

Children are provided with a good range of resources and activities that cover the seven areas of learning and they are enthusiastic to get involved with everything that is available to them. If children are reluctant to take part in the physical education session they are able to choose alternative activities. Children's suggestions and ideas are incorporated into the planning of activities. For example, a group of children who are interested in dinosaurs have activities planned for them that include a variety of shapes that they use to make dinosaur pictures. This valuing of children's ideas and opinions contributes to their personal, social and emotional development. Younger children are well supported to work together, to share and to take turns. Older children are keen to be independent and their early literacy and numeracy skills are developing rapidly because of the high quality of the activities provided for them. The full involvement of their parents throughout their time at the pre-school results in children being well prepared for their eventual move into school.

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

Children clearly demonstrate that they feel safe and confident in this pre-school. They thoroughly enjoy spending time with the staff during their activities and they choose to sit with the staff because they offer them high quality interactions. They talk to them about what they are doing and listen to what the children have to say. Children are confident at the pre-school because they are familiar with the daily routines. The staff spend time explaining to the children what they have available to them, what comes next and this results in children feeling secure. Children are encouraged to be independent. They are

able to choose freely from the range of activities set out for them and they can extend their play by adding items from the low-level boxes and units around the room. When children start attending, they are able to settle-in well because their needs are managed individually with their parents. They are invited to spend time in the pre-school with their parents and are gradually left as they become more confident. The staff spend time with their parents during the first visit to seek information about their care routines, interests and their progress at home. There is scope however to strengthen further this partnership to ensure that individual children's personal care needs are always explored thoroughly with their parents to ensure they can be met.

Children are safe because they are supervised during their play. The staff carefully monitor the numbers of children both inside and outside when they are able to move freely between these areas. The staff follow effective procedures for the preparation of food. Two members of staff have previously completed training in food hygiene. They ensure the tables are cleaned and that the children wash their hands before eating. Children enjoy the good range of food and drink and nutritious snacks that are provided for them, including fruit and yoghurt. Parents comment that their children are very keen on soup after being introduced to it at the pre-school. Children are supervised in the toilet areas before snack time and the staff are aware of supporting those who are becoming independent in their own personal care. The staff are aware of children who use the bathroom independently and they remind them to ask for help if they need it.

The pre-school has made changes to its procedures to ensure the younger children who attend in the afternoon are able to wash their hands independently and safely before their snack. Children are able to collect their own aprons for painting activities and they are reminded to do so as required. The staff being fully involved in children's activities and their good awareness of where each child is at all times contributes to children being safe. Children behave well because they understand the expectations for behaviour. The staff take time to explain to them what is required and they gently remind them to play together and to share. Children enjoy their activities because they are planned to take account of their interests and ideas and therefore this contributes to good behaviour within the pre-school.

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

Safeguarding meets the requirements and causes no concerns. Appropriate checks on adults are carried out to safeguard children and their welfare is monitored closely. The designated lead for safeguarding has a clear understanding of the role and all staff are well versed in what to do should they have concerns about a child. The staff team carry out risk assessments and take action to ensure the premises and children are closely supervised so they stay safe. For example, the gates to the outside play area are secure, the main entrance door is kept locked during the session and the premises are cleaned between each session as well as every evening. A parents' notice board displays the procedures for making a complaint and records are stored confidentially.

The management and committee have robust procedures in place to recruit suitable

members of staff who are keen to continue to develop themselves professionally. Most of the staff hold appropriate early years qualifications, at level 2, 3 and one to degree level. The manager encourages them to continue their learning through attending training courses. Each member of staff works closely with a mentor who is allocated to them when they commence working and who supports them through their induction and ongoing development. This support contributes to the strength of the team and the qualifications the staff have or are working towards has a positive impact on the planning, observation and assessment of each child's progress. However, there is scope to expand upon this support and development through making observations of each other's practice in order to provide sharply focused evaluations of their activity with the children.

The pre-school management and staff team work closely with the local school throughout the year and especially during the summer term when children are preparing to move on. The children are taken for visits to the school for a variety of celebrations and events during the year which helps them to become familiar with the school and prepare them for this move. The partnerships with other agencies who are involved with children, along with their parents, means that children receive a smooth transition and a consistent approach to their individual needs and care. Children who have special educational needs and/or disabilities are supported through individual planning and support for their needs. The pre-school staff work closely with parents to ensure children who speak English as an additional language are able to settle in and feel confident. For example, they use picture cards showing familiar items to help the children and they have dual language books. The pre-school team are committed to the continued development of the service it provides. They have taken appropriate steps to address the issues raised at the previous inspection and they have identified some well-targeted plans for the future.

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	219999
Local authority	Northamptonshire
Inspection number	961272
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	42
Name of provider	Sunshine Preschool Committee
Date of previous inspection	08/06/2010
Telephone number	01536 763169

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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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