

Sunshine Pre-School

Surestart@Woodthorpe, 10 Lewis Road, SHEFFIELD, S13 8DA

Inspection date

06/08/2014

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

- Staff have a good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded in the pre-school.
- Teaching and learning is good as staff have a secure understanding of the Early Years Foundation Stage. They plan purposeful activities that support children's individual development needs. Consequently, children make good progress.
- Caring and sensitive staff provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- Partnerships with parents and other professionals are strong. Consequently, children benefit from a collaborative approach to their learning.
- Leadership and management is good. The management team have identified key areas for development since the previous inspection and are proactive in self-evaluative practice. As a result, children's learning experiences continually improve.

It is not yet outstanding because

- There are occasions when some staff miss opportunities to extend children's communication and language development by not asking open questions during activities and not giving children sufficient time to answer.
- There is room to focus more precisely on promoting children's numeracy and literacy skills in the outdoor environment.

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 staff and children interacting during activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector viewed a sample of the children's development records.
- The inspector spoke to parents to obtain their views on how the pre-school meets the children's needs.

Inspector

Ruth Moore

Full report

Information about the setting

Sunshine Pre-School opened in 2005 and is managed by Manor and Castle Development Trust. It operates from a two storey building in the grounds of Woodthorpe Community Primary School in Sheffield. The children have access to two playrooms and associated facilities including toilets, and two enclosed outdoor play spaces. The nursery serves the immediate locality and also the surrounding areas. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens Monday to Friday from 7am until 6pm for 50 weeks of the year. Children attend for a variety of sessions. There are currently 67 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are 12 members of staff. Of these, eight hold an appropriate level 3 qualification in early years, and three hold a degree. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance opportunities for children to extend their communication and language development by asking more open questions during activities and by allowing sufficient time for children to think about and answer questions
- enhance the opportunities children have to make good progress with their literacy and numeracy skills by adding additional resources outdoors, for example, environmental print to further promote children's recognition and understanding of words and numbers.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. They are knowledgeable about how young children learn. As a result, their teaching is very good and effective. Staff work closely with parents when children first start at the nursery, to find out what children can do. This enables them to plan a range of activities that meet children's needs and follow their interests from their first visit. Staff spend time observing what children can do and assessing this information. They work with parents sharing their observations to enable them to identify and agree on children's next steps in learning. These observations and assessments of children lead to planning that is tailored to the individual needs and interests of all children. As a result, all children make good progress and are fully equipped with a range of skills in readiness for their next steps in education.

Children's development records, including a range of observations, assessments and examples of children's work, provide a clear picture of how children's learning is improving and developing over time. Staff complete all required progress checks and assessments and share these effectively with parents. As a result, parents are fully aware of their child's development, including their next steps. This information is used well by staff in order to gain appropriate support at an early stage. Consequently, children are helped to make consistently good progress in all areas of learning and development. Children with special educational needs and/or disabilities, or those who speak English as an additional language receive timely interventions, because staff can easily identify any support they may require. As a result, children are enthusiastic to learn and make good progress.

Children are actively encouraged to voice their interests. This supports the planning of activities, which provide good levels of challenge appropriate to the children's ages and stages of development. There is a broad range of resources, which are purposeful and appropriate for the age of the children. The staff ask the children what they want to play with and provide a variety of resources to ignite their interest. Children are encouraged to think about how they could use them, which helps children to explore ideas, learn from each other and to take part in shared thinking. This supports children's communication and critical thinking skills. Children enjoy being creative. They happily sit at tables and are encouraged to make dough into certain shapes. The children use the resources, such as rolling pins and shape cutters, confidently. Counting is a regular occurrence and children use pens and pencils to draw around parts of their bodies and compare the sizes of hands and feet. Therefore, children are ready for school when the time comes because they have a wide range of skills to support their future education, as well as a very positive attitude towards learning. Staff verbally interact with children throughout the day, asking questions, posing tasks and providing challenges for children. This promotes early language skills and sustained thinking. However, at times some staff do not ask enough open questions and can be too eager to answer their own question, which does not leave enough time for children to consider and verbalise their own response.

Staff have worked hard to develop strong partnerships with parents. Children have individual learning and development files containing on-entry assessments, examples of their work, and observations and photographs as evidence of their learning. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, parents are given "wow" moment cards to complete at home when they have made an observation of their child carrying out an activity or making an achievement in their development. Regular opportunities are provided for parents to look at and discuss their child's progress at parents' evenings and through daily verbal feedback. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained. Parents are extremely complimentary about the nursery and the impact it has on their child's good progress. These enhanced partnerships enable children to make good progress as a result of consistency and coherence.

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

Staff have good relationships with children. Many of them have worked at the pre-school for many years and this provides consistency for children and their families. When children first start at the pre-school, their key person spends time settling them so that they build up secure bonds and attachments with them. They know the children well and this enables them to meet their individual needs. For instance, they recognise why some children feel unsettled when they arrive and they gently encourage them to join in the activities. Settling-in visits are flexible and take account of children's individual needs. This effectively promotes children's personal, social and emotional development and provides a smooth transition from home to the pre-school. In addition, staff work closely with other settings, such as school, to ensure they provide the support children need as they embrace their future learning.

The learning environment for children is safe, clean, welcoming, relaxed and very calm. Children behave very well for their ages and stages of development. Staff are positive role models for children and they ensure routines and boundaries are consistent so that children know what is expected of them. Through every day routines and play, they encourage children to share and take turns. This supports children in having cooperative and harmonious relationships with their peers. The children have a good understanding of ways in which they can keep themselves safe. They take part in fire evacuation practise and they know to listen to staff and tidy up toys so that they do not step on them and hurt themselves.

Children are developing a strong understanding of healthy eating and enjoy an excellent range of freshly prepared, nutritious snacks and drinks so they do not get thirsty. Children wash their hands prior to eating, after messy play and when coming in from outdoors. They demonstrate great skill in doing this independently, or with minimal support. The staff are enthusiastic about caring for children's emotional needs and ensure that nappy changing fully supports their well-being. For example, during nappy changing times, the member of staff explains to a child that their nappy needs changing, the area is prepared for the child to see, and nappy changing is a caring and responsive time. The member of staff maintains eye contact and chats with the child during the process, which makes nappy changing a safe and secure experience. Consequently, children's emotional well-being is very well supported. The easily accessed outside areas allow children to get fresh air, learn about their environment and get vigorous exercise as they play with a range of outdoor resources available. However, there is room to focus more precisely on the outdoor environment to extend the children's numeracy and literacy skills when outdoors. For example, by providing environmental print to promote further recognition and understanding of words and numbers in different locations and circumstances.

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

The manager ensures safeguarding is given high priority and all staff working in the pre-school are fully aware of their responsibilities to protect children from abuse and neglect. The pre-school has robust procedures for recruitment, vetting and induction to assess the suitability of staff working with children. All staff attend regular safeguarding training and hold a first-aid certificate. All documentation related to safeguarding and welfare

requirements is completed to a high standard to support the safe and effective running of the nursery. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and are effectively implemented. For example, robust risk assessments of the premises, outings and resources are in place and appropriate steps are taken to minimise any identified hazards. All accidents in the nursery are regularly reviewed, enabling staff to act quickly to collate and analyse information and minimise further accidents. All staff are checked for their suitability to work with children and they are deployed effectively to ensure that children are supervised well at all times. Security is good and vigilant procedures ensure that unauthorised access to children is prevented. As a result, children are kept safe.

The manager and staff are well qualified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage, and their role in overseeing the teaching and learning in the pre-school. The manager monitors and evaluates the observations and assessments of all children to ensure that they continue to make good progress. As a result, the pre-school is a well-organised learning environment where activities are clearly based on children's interests and on meeting their learning and development needs well. The provision of staff within the nursery is monitored well and ensures that they are deployed effectively, according to qualifications and experience with specific age groups of children. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. Consequently, children's care and learning needs are well addressed. The setting supports children who have English as an additional language. Interventions are sought at the early stages to identify any individual falling behind their peers or below their expected achievements. This results in children's needs being met effectively and relevant support services being involved.

The management team have created a comprehensive self-improvement plan to keep driving the already good provision forward. Since the last inspection by Ofsted, there has been a review of the safeguarding children policy to include the procedure to be followed in the event of an allegation being made against a member of staff. Parental signatures are now consistently gained on accident and medication records to show that parents have been informed of any treatment and/or medication given. The performance of staff is monitored through peer on peer observations, supervision and appraisals to enhance the practice of staff through honest and critical reflection. Training needs are discussed at supervision meetings and are arranged to positively impact on staff performance. The manager organises a programme of continuous training that arises from staff's individual needs, which helps them to improve their skills. The manager is visible to all staff. As a result, they feel supported and their professional development is effectively considered. Partnerships with parents are well established, ensuring children's development is successfully enhanced, while meeting their needs and supporting smooth transitions to nursery or school. Parents can exchange information about their children with the staff daily. They talk about children's progress when dropping off and collecting their children. Staff have a comprehensive understanding of their responsibility to work in partnership with other childcare providers and professionals to increase learning opportunities for children. They have established effective links with local agencies and schools to support all children to ensure continuity of care and learning for all children.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY295674
Local authority	Sheffield
Inspection number	872953
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	67
Name of provider	Manor and Castle Development Trust
Date of previous inspection	12/05/2010
Telephone number	0114 265 1188

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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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