

# The Sunshine Centre

The Sunshine Centre, Edmunds Road, Banbury, Oxfordshire, OX16 0PJ

<b>Inspection date</b>	28/08/2014
Previous inspection date	23/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 implement a comprehensive assessment system that effectively monitors children's progress and identifies their next steps in learning. As a result, children make good progress in their learning and development.
- Staff are committed to promoting healthy lifestyles and, as a result, children learn good hygiene and self-care skills.
- The setting effectively promotes partnerships with other professionals and parents to help build consistency in care and learning for each child.

### It is not yet outstanding because

- There is room to further develop and increase the access and opportunities for outdoor learning for the children, especially those over three-year-old.

## 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's activities in each room and outdoors.
- The inspector undertook a joint observation with the qualified teacher.
- The inspector had a discussion with the managers from both sites.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

## Inspector

Helen Porter

## Full report

### Information about the setting

The Sunshine Centre became a public limited company in 2007 and is managed by a board of directors. The children's centre serves the families of the local residential estates in the Bretch Hill area of Banbury, Oxfordshire. The centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 139 children on roll, all of whom are in the early year's age range. A variety of childcare is offered over two sites which includes one day nursery, one sessional day care, a crche and out-of-school care. All childcare takes place in purpose-built accommodation and there are outdoor play facilities. Within the children's centre, the 'Tots-R-Us' daycare is available each weekday during school term times. Sessions are from 8.45am to 11.45am for children aged between three and five years, and from 12.45pm to 3.45pm for children aged two years. A separate full-day care nursery (Children Centre Childcare), housed within the school, offers care for children from three months to 11 years all year. This nursery opens from 8am to 6pm each weekday. A manager oversees the day-to-day running of the children's centre with support from a management team. The whole centre employs 37 staff; only 24 work in the childcare settings, all of whom hold relevant early year's qualifications. One member of staff holds Early Years Professional Status and two hold Qualified Teacher Status. The centre supports children with special educational needs and/or disabilities, and children learning to speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. A number of integrated services are on offer to families including play and early learning activities, child care, health and well-being programmes. In addition, there is access to health professionals, and parenting and family support.

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

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

- enhance the opportunities for children, especially those over three-years-old, to participate in daily outdoor learning activities and further enrich these experiences by ensuring these consistently covering all areas of learning.

### Inspection judgements

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

The quality of the educational programme staff provide is good. Staff implement a comprehensive assessment system which monitors children's progress and identifies their next steps in learning. As a result, children are making good progress in their learning and development. When children join, staff ask parents to fill in settling-in forms which gather details on children's interests and needs. The staff use this information to create individual care plans for children, which includes recording their starting points. This helps children

to settle quickly, as the activities they enjoy are provided from the moment they start. Staff record observations on children's achievements, summarising their learning and development regularly. Next steps for children's learning are fed into the weekly planning to create individual learning for children. The assessments are shared regularly with parents and they write comments about their child's achievements at home. This effectively involves parents in their children's learning, helping to provide continuity of care and development. Parents state that they feel very involved in their child's learning development.

Staff effectively use props during small group sessions to hold children's concentration. For example, children select objects from a bag to help them choose the next songs to sing. Staff encourage older children to listen by asking them questions, such as, 'what song would you like to sing?' As a result, children engage well and develop communication and language skills, as they listen and learn new words. This shows that staff have implemented effective systems, since their last inspection, to help children to listen and remain engaged during small group activities. Staff use lots of language with children to promote their communication skills and build their vocabulary. As a result, children learn words to help them express their choice of play. For example, one child says 'bubbles' and staff guide them to the water tray, where they have provided water with bubbles.

Staff have a strong focus on developing children's mathematical skills, following their last inspection. The 'Tots R us' staff have successfully re-arranged their mathematics area by making it more central and accessible to children. As a result, the area looks more inviting and this helps to increase the children's interest in the resources on offer. Further encouraging development of their mathematical skills. Staff at the child care centre effectively use every day play to introduce mathematics to the children. For example, children are encouraged to count the carriages on the ride-on train in the garden. During sand play, staff ask children how many spoonfuls of sand they have used to fill up their bucket. Children recognise numerals on the rubber ducks in the outside water tray. Consequently, children are developing their mathematical skills and gaining the skills they need for their next steps in learning.

Staff in the child care centre effectively provide children, those less than three years of age, with free movement between the indoor and outdoor areas. This provides children with regular fresh air and exercise as they play on the equipment, such as, ride on trains. They provide a well resourced and stimulating environment which covers all of the seven areas of learning. Consequently, young children have good opportunities for outdoor learning. However, outdoor learning for the older children, those over three years of age, is at times less accessible and less consistent. This is because, at times, children have less access to certain areas of the shared school playground and staff do not consistently cover all areas of learning outdoors. This means that children cannot always fully explore their outdoor environment. Nonetheless, the management team offers outings to the community woods and the centre's hall for soft play, and music and movement sessions. However, there is scope to further increase the access to outdoor areas and enhance the opportunities offered to support all learning areas for children, especially those over three-years-old.

Parents state that they feel that the staff play a good role in helping to build their

children's confidence and social skills. For example, children wash their own hands, toilet and dress themselves independently. This gives them the self-help skills they need to be independent and prepare for their next stages in learning and development.

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

Staff get to know their key children well and develop caring relationships with them. This helps with the settling-in process as staff work with parents to adapt their systems to suit each child's needs. Staff are good role models. They teach children how to keep safe by explaining risks to them. For example, staff remind children not to rock backwards on chairs as they might fall off and get hurt. They remind children to walk in the classroom so that they do not bump into furniture. Staff use lots of praise with the children, for example, clapping and saying 'well done' as a child shows them their construction model. This boosts their children's self-esteem and confidence. Staff encourage children to be polite to adults and each other. As a result, children say 'thank you very much' as they are passed apple segments at snack times. Staff encourage children to share and take turns in play, and during activities. Consequently, children behave well and learn to play with each other. This builds their social skills and helps them in their next stage of learning and their move on to school.

Staff implement strong systems that effectively promote children's health and hygiene. They teach them good self-care skills as children learn to wash their own hands before meal times and after toileting. Staff encourage young children to learn to blow their own nose and brush their own teeth after their lunch. This builds children's independence and provides them with the necessary skills for their future development. Staff use opportunities over meal times to talk about healthy foods and how they give us energy to play. The manager works closely with the onsite health promotion worker to promote with parents and children the suggested contents of a healthy lunch box.

There is a vast array of toys and equipment for children of all ages to explore inside. The storage units are all at low level. Resources, such as, torches and magnifying glasses are easily accessible to children to encourage them to investigate their surroundings. For example, one child walks around the room looking at objects through binoculars.

The sunshine centre is based on a school site and, therefore, the staff have built strong working relationships with the school teachers. Children aged three and over share a playground with the reception class, and their classrooms are linked together. This means that children engage with the teachers and children from reception class regularly. As a result, this helps to prepare the children emotionally and securely for the move up to school. Children who move through to the next age groups are supported emotionally by being gradually settled in to their new groups by their current key person. As a result, children are secure in their new rooms and explore the environment confidently. Staff work closely with other professionals, such as, speech therapists and health promotion workers from the Sunshine Centre. They share information about the children's progress and areas for further support to promote a cohesive approach to their learning and

development.

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

Staff have a strong awareness of the safeguarding policies and procedures, and effectively implement these. They confidently state what they would do if they had a concern about a child and who they would contact. This helps to safeguard children's safety and welfare. Staff in the child care centre, along with reception staff at the main centre, all supervise the front door to help increase the security of the setting. Visitors are asked to sign a log book and check their identity to make sure that anyone entering the building is safe to do so. Thorough risk assessments are implemented well. For example, staff check the garden for safety before the children go to play outside.

The management team effectively implement their 'safer recruitment' training. They carry out interviews, gather references and identity checks on applicants before they are recruited. Robust recruitment procedures are implemented, including rigorous vetting checks to help ensure that staff are suitable to work with children. New employees have a three month probation period to settle in to their roles and learn about the setting's policies and procedures. As a result, this helps to make sure that staff and volunteers are fully aware of their roles and responsibilities.

The management team have recently implemented a new system to record and track the progress of individuals or groups of children. Staff provide the management team with details of children's progress each term. Key information is added to the centres database which draws up visual results on children's progress, given their starting points. The management team meet with key people to discuss children's progress and their next steps in learning. This provides the staff with a clear vision of children's development which is shared with parents and other professionals, such as, teachers regularly. This helps to build consistency in care and learning for each child.

One of the managers of 'Tots R us' leads the centres early intervention team. She works effectively with staff to identify any gaps in learning and supports children, parents, staff and other professionals to close these gaps. For example, meeting with other professionals, such as, speech therapists to discuss children's progress and support needed. This means that the setting effectively promotes their partnerships with other professionals and parents. This helps to build consistency in care and learning for each child. The management team are fully committed to developing the practice. They clearly identify strengths and improvement plans, and to work in partnership with adults and children to build on the quality of care and learning provided. Staff have successfully implemented plans to improve quality and care since their last inspection. For example, staff have increased the opportunities to develop children's mathematical skills and understanding. As a result, children are developing well in this area.

### **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

<b>Unique reference number</b>	EY338625
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	963268
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	75
<b>Number of children on roll</b>	139
<b>Name of provider</b>	The Sunshine Centre
<b>Date of previous inspection</b>	23/09/2013
<b>Telephone number</b>	01295 276769

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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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