

Sunshine Corner Under 5's

Tuffley Primary School, Evenlode Road, Tuffley, Gloucester, Gloucestershire, GL4 0JY

Inspection date	21/10/2014
Previous inspection date	07/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The quality of teaching is good. Children learn through a varied range of activities and good quality interaction from adults within the setting. They make good progress towards the early learning goals.
- Staff consider children's safety the highest priority. There is constant supervision and staff are vigilant at arrival and collection times.
- Children receive good preparation for their move to school because practitioners provide activities, which ensure good continuity in children's experiences.
- Strong partnerships with parents help children to make good progress, as staff work hard to ensure there is a joint approach to children's learning between the nursery and the home environment.

It is not yet outstanding because

- Management does not use sharply focused systems of monitoring children's progress to include groups of children, in order to further identify and prioritise targets for improvements, and promote further outcomes for children.
- Some children are kept waiting at meal times, which results in them becoming restless.

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 children in all areas of the pre-school.
- The inspector held discussions with the pre-school manager, staff and children.
- The inspector took account of the views of parents and carers.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Full report

Information about the setting

Sunshine Corner Under 5's registered in 1991. It is run by a voluntary management committee. It is based in accommodation within the Tuffley Primary School building. The pre-school has close links with the school. The accommodation consists of a main playroom with adjoining toilet facilities and a large enclosed outside play area with grassed and paved areas. The pre-school uses rooms within the school that include the hall. The pre-school is open Monday to Friday, term time only, offering care from 9am to 3pm on Mondays, Tuesdays and Wednesdays and from 11.30am on Thursdays and 12.30pm on Fridays. There is full disabled access. The pre-school is registered on the Early Years Register and caters for children aged three to five years. It receives funding for the provision of free early education for children aged three and four. There are currently 33 children on roll. The pre-school supports children with special educational needs and/or disabilities. There are 6 members of staff including the manager and a finance assistant. The manager holds an early years qualification at level 3 and an NVQ level 2 in leadership & management. 5 other members of staff hold early years qualifications from level 6 and below.

What the setting needs to do to improve further

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

- extend monitoring systems to identify any patterns in the progress of different groups of learners, to further assist in self-evaluation, to identify areas for improvement and to promote further the outcomes for children.
- review meal time routines to reduce waiting times for children to ensure that children engage purposefully at all times

Inspection judgements

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

Staff recognise children learn through play and they consistently implement planned and stimulating experiences based on individual children's interests. As a result, children enjoy themselves as they learn. Staff gather useful information from parents and carers to gain an understanding of what children can do when they first start. The key person maintains useful observations of children's achievements and shares these with parents and other staff. This helps staff as they regularly track children's progress to identify any gaps in learning and plan the next steps for each child. The key person produces written summary reports that they share with parents and carers. All staff share information on a regular

basis with parents and carers through discussion. This enables staff to use children's changing interests and experiences from home to help them learn. For example, children created their own books to illustrate a recent family celebration. Staff helped children develop their early writing and revisit their ideas using a variety of materials to express their creativity. Children gained confidence as they presented their homemade books. All children, including those with special educational needs and/or disabilities and those learning English as an additional language, are making good progress in all areas of learning from their starting points. However, management do not use sharply focused systems to monitor the progress of groups of children, to identify areas for improvement in the provision, to maximum children's potential.

The quality of teaching is consistently good across the staff team. Staff interact well with children during child-initiated play. Staff effectively engage children in conversation and use skilful questioning techniques to encourage their learning and decision-making skills. For example, children considered how they could make a sequence of patterns with coloured blocks. Staff are particularly skilled at using spontaneous moments in children's play to teach children new information. For example, staff helped children catch sycamore leaves and seeds as they spun in the wind. As a result, children learned new vocabulary and about how seeds disperse. Staff extended learning as children experimented with chalk to make leaf prints. Staff provide a suitable balance of adult-led activities, in particular, to support older children in learning the skills they will need for future learning. For example, staff use the school hall to provide physical play and team games, and children learn to change their clothes for this activity.

Staff provide children with a wide range of stimulating experiences across all areas of learning. Staff promote children's communication and language skills well as they engage children in conversation around topics which interest them, and comment on their play. This helps children to build on each other's ideas, as they develop the social skills necessary to play together and collaborate. Staff encourage children's physical development well as they ensure children have frequent access to the interesting and welcoming outdoor area. Children learn to climb, balance, and move in many ways. Children benefit from the many experiences and toys, which staff plan to develop their imaginary play and their understanding of the world. For example, children played with the well-stocked mud kitchen and other children pretended to be hairdressers. Children count and staff use mathematical terms during many activities, for instance, describing relative positions of objects, such as, 'Behind' or, 'Next to'. Overall, children develop the key skills they need for school to help them learn.

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

Staff tailor the key-person system to meet their key children's individual needs. Home visits help children settle well. Staff are able to form good relationships with parents and gather relevant information about the children. These close bonds with key persons provide a strong base for children's developing independence and exploration and for their future learning. As a result, children are confident and enjoy their time at the pre-school. Staff take time throughout the day to listen to the children individually so they feel special

and valued.

The learning environment is welcoming and attractive to children. The rooms are cheery, bright and well decorated with children's own work, which gives children a sense of pride and belonging. The good quality resources are stored at child height and are accessible for all children to choose for themselves. As a result, children sustain their concentration as they direct their own play. Staff promote children's understanding of healthy lifestyles. Staff provide frequent opportunities for children to exercise in the fresh air and ensure children are appropriately dressed for the weather. The daily routine generally supports children's good behaviour and provides children with time to become engaged in their chosen activities. However, some children sit too long waiting for lunch, which leads to them becoming restless. For example, on the day of inspection some children engaged in tussles over toys they had brought to the table with them. Nevertheless, staff are consistent and fair when encouraging children to share and cooperate with their peers, which promotes positive behaviour.

The safety of children is very important to the preschool staff who vigilantly supervise all children, whether eating, or playing. Staff provide children with good explanations, which teach them to stay safe and healthy. For example, staff provided explanations for hand washing which included, 'So we don't get bugs in our tummies that make us sick'. Staff and children know what to do should an emergency occur as they practise fire drills regularly.

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

The management team and staff have a clear understanding of the requirements of the Early Years Foundation Stage. All the necessary documentation for the safe and efficient management of the pre-school is up to date and well organised. Staff carry out robust risk assessments that minimise hazards. Staff supervise children well and keep the premises secure. As a result, children can play and learn in safety. Staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child. This effectively protects children's welfare. Staff implement a clear safeguarding policy, which includes procedures to restrict the use of mobile phones and cameras. Recruitment, induction and probationary procedures are robust and the management complete background checks for all staff. This promotes children's safety and well-being. Staff are encouraged to undertake regular training including safeguarding and first aid to keep their knowledge and skills up to date.

The staff team continually evaluates their own practice and identifies appropriate areas for improvement. The management team takes into account the views of parents and children when they evaluate the pre-school. Staff meetings and supervision are organised as a means of tracking the progress children are making. Each key person effectively monitors the individual progress of children, to ensure they make good progress. However, the manager does not fully capture an overview of the patterns and trends in progress for groups of learners. This does not successfully support future improvement plans for the

pre-school and help her identify training for staff to promote further the outcomes for children.

Partnerships with parents and other professionals are strong and support all children to achieve to the best of their ability. Parents comment positively on the approachability and friendliness of staff, and their skills in developing children's social and emotional development. Staff forge good links with the on-site school. This helps prepare children well for their next learning stage. Staff work in partnership with other early years settings that children attend to maintain continuity of learning.

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	101666
Local authority	Gloucestershire
Inspection number	839120
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	24
Number of children on roll	33
Name of provider	Sunshine Corner Playgroup Committee
Date of previous inspection	07/05/2009
Telephone number	01452 541637

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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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