

Sunshine Pre-School

34 High Street, Burton Latimer, KETTERING, Northamptonshire, NN15 5LB

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| Inspection date | 06/11/2014 |
| Previous inspection date | 16/07/2014 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 carefully observe, plan and question children during their play. This successfully enhances their learning and development.
- Staff respect all children and demonstrate a very caring and affectionate manner. This has a positive effect on children's emotional well-being.
- Safeguarding procedures are secure. Staff are alert to the signs and symptoms of child abuse and fully understand the referral process if they are worried about a child in their care. This ensures children are protected at all times.
- Management and staff work well together as a team and develop positive relationships with parents. They act as positive role models and share ideas in order to strive to make continual improvement.

It is not yet outstanding because

- The organisation of story time is not always fully effective in engaging all children. As a result, learning opportunities are not always fully optimised at these times.
- Performance management procedures for new, less confident members of staff, are occasionally not fully effective, to ensure that the quality of teaching is always maintained at the highest level.

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 had a tour of the premises during the inspection.
- The inspector observed activities in the main room and the outside learning environment.
- The inspector conducted a joint observation with one of the managers.
- The inspector held meetings with the joint managers of the provision.
- The inspector looked at children's assessment records, planning documentation and evidence of the qualifications and suitability of staff.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Full report

Information about the setting

Sunshine Pre-School was re-registered in 2011 on the Early Years Register and has been owned jointly by the two managers since 2004. It is situated in refurbished ex-retail premises, on the High Street in Burton Latimer, Northamptonshire. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Three members of staff hold appropriate early years qualifications at level 3. One member of staff is working towards an early years qualification. The pre-school opens Monday to Friday, during term time. Sessions are from 9am to 12 noon and 12 noon until 3pm, Monday to Thursday, and from 9am to 12 noon on a Friday. Children attend for a variety of sessions. There are currently 32 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:

- enhance the organisation of story time sessions to ensure all children are fully engaged and benefit from the learning experiences offered

- enhance procedures for the performance management of new, less confident members of staff, to ensure that the quality of teaching is always maintained at the highest level.

Inspection judgements

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

Staff understand that young children become familiar with their environment through relating and communicating with others and engaging physically in their experiences. They create an indoor and outdoor environment which enables children to explore and initiate their own play and ideas. For example, children explore different textures while freely expressing and creating their own collage pictures. They persist at the activity and are proud of their achievements. Additionally, children develop their hand-to-eye coordination as they carefully scoop and use spoons to transport the soil from one container to another. Children enjoy role play activities with their friends. For example, children make meals for one another and pretend to be a patient in the hospital. Their play and enjoyment in these activities is effectively enhanced because staff encourage the children's learning through timely and thoughtful interventions without taking over. Staff support children to complete simple programs on the computer; encouraging them to

name and count the fishes on the screen. In addition, staff successfully use audio story tapes to support children listening skills. As a result, children sit and listen for a sustained length of time and their facial expressions confirm their enjoyment.

Staff interactions are positive and cheery and the quality of teaching is consistently good. As a result, all children including those with special educational needs and/or disabilities and English as an additional language, make good progress in relation to their starting points. Staff build on the children's interests as they play and effectively shape their teaching strategies, language and questioning techniques accordingly. This successfully supports children's readiness for school. For example, children who demonstrate that they are less confident to use the scissors are supported by the staff to develop their skills. As a result, children concentrate and persist as they cut along the curvy lines to catch the spider. Staff extend mathematical skills by asking open-ended and thought provoking questions. For example, staff encourage the children to talk about the different shapes they have used during construction activities and to think about what comes next when they complete sequence puzzles. Additionally songs, such as Five currant buns in a baker's shop are successfully used to support older children's understanding of simple subtraction. Staff encourage the children to sit together as one large group during the course of the pre-school session. For example, children sit together listen to a story. However, staff are not always successful in engaging all children. For example, occasionally the size of the group and the length and complexity of the story is inappropriate for the youngest children attending. As a result, children's attention is not always sustained and learning opportunities are not fully optimised. Adult-directed activities are carefully planned by each child's individual key person to support their ongoing learning. For example, staff plan activities to enhance children's language development. As a result, children recall past events, such as recent firework parties and use animated language to describe the sound of rockets.

Staff successfully engage parents in their child's learning and development, and communication throughout the pre-school is friendly and purposeful. Starting points for children are established using information from parents, before a baseline assessment is completed by key persons. Staff subsequently observe children during their play and use this information to plan interesting and varied activities across the seven areas of learning. Additionally, a secure tracking system is used to track and monitor children's progress over time. Staff understand the requirement to complete the progress check for children between the age of two and three years, so that she is aware of their progress at this stage. Parents receive regular updates on children's progress and can talk to their child's key person daily. Additionally, parents receive a written summary of their child's development across the seven areas of learning. Parents are invited to Play day sessions, which sometimes take place on a Saturday to ensure all family members can be included. In addition, children are given ideas and activities to support their children's ongoing learning at home. For example, staff make cakes with the children at the pre-school and then provide the ingredients for them to decorate their cakes at home with their parents. In addition, children enjoy taking the pre-school bear home to share in their adventures.

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

Children and their families are warmly welcomed into this friendly pre-school. This is further enhanced by the successful implementation of the key-person system, which provides consistency for the child and their parents. Staff respect all children and demonstrate a very caring and affectionate manner. This has a positive effect on children's emotional well-being. For example, children naturally include the staff in their play. They display confidence and to share stories about their own lives with the staff. Care is taken to gather information about each child's family and background before they start at the pre-school. This enables staff to support children's care needs and to plan relevant activities based on their interests. As a result, children settle quickly. Staff understand the importance of emotionally preparing and supporting older children as they move onto Reception class at school. For example, staff talk positively to the children about making new friends and share photographs of their new environment to enable them to become familiar with their new surroundings. Additionally, care routines are organised well in order to encourage children's independence. For example, children are encouraged to independently wash their hands before having snack and after using the toilet. This increases children's ability to manage their own personal hygiene.

Staff work hard to provide a well-resourced and welcoming environment, which supports children's all-round development and emotional well-being. This is enhanced by evidence of the children's work and information posters, which are displayed all around the room. For example, the children's firework, pumpkin pictures and posters showing pictorial images of the life cycle of a frog are displayed. In addition, wall mounted chalkboards enable children to make marks and draw pictures while playing outside and hanging streamers and wind chimes blow and make sounds in the wind. Staff are deployed effectively in order to supervise the children and ensure their safety. Additionally, a number of staff hold paediatric first-aid certificates and accurate records are maintained of any accidents or any medicines administered. Staff develop children's awareness of safety and how to stay safe. For example, staff remind children why it is dangerous to run indoors and that it is not appropriate to stand up when they are eating because they might choke. Staff activity encourage children to develop the habits and behaviour appropriate to good learners, and to take account of their own needs, and those of others. They act as positive role models and openly talk about behaviour with the children and the consequences of their actions. As a result, children are beginning to learn to manage their own feelings and learn to share and be kind to each other. Additionally, children welcome and value praise for what they have done well. This subsequently boosts their self-esteem and gives them the confidence to persist with their task.

Staff make effective use of the small outdoor play area. This ensures children are able to enjoy regular fresh air and exercise. For example, children enthusiastically bounce on the small trampoline and learn how to throw and catch bean bags. Children enjoy a good range of varied and nutritious meals and snacks. For example, fresh fruit, pasta dishes, pitta bread and cheese. The staff who prepare food have completed training in food hygiene and fully understand the importance of obtaining information about children's special dietary requirements, preferences and allergies. Additionally, staff successfully use this time to encourage good manners and opportunities for social development.

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

Safeguarding procedures and practices are strong. Consequently, children are kept well protected and given high priority at all times. This is because staff demonstrate a secure understanding of the indicator signs of abuse and neglect and management knows how to make a referral. Furthermore, a clearly written safeguarding policy underpins the successful practice of keeping children safe. Daily risk assessments are completed by staff. This ensures hazards to children are minimised. The premises and outdoor areas are secure, which prevents unauthorised persons entering the premises. Additionally, visitors are asked to provide full identification and an appropriate record of visitors is kept and the times of arrival and departure are recorded. Management implements secure recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them. For example, all staff members complete Disclosure and Barring Service checks to ensure their suitability to manage and work within the pre-school.

Management and staff work very well together as a team. Communication is effective. They share ideas in order to strive to make continual improvement. For example, management and staff effectively use self-evaluation and reflective practice to enhance the quality of the pre-school. Consequently, targets are set for ongoing improvements. For example, management intends to review the layout of the pre-school room to further enhance the already good learning environment. Furthermore, management took swift and appropriate action to address the action raised at the last inspection. They now ensure that any person who does not have a Disclosure and Barring Service clearance does not have any unsupervised access to children. Management and staff attend regular meeting with other childcare worker colleagues to share practice idea, and support is welcomed from local authority professionals. Parents are invited to offer suggestions about the service provided in the suggestion box in the entrance area. Performance management procedures, including peer-on-peer observations are in place. Staff are appropriately qualified for their roles and actively supported to attend training courses and to obtain a qualification. However, very occasionally new, less confident members of staff are unsure of how to adapt planned adult-led activities, if the children's interest is lost and they do not want to participate. Management monitors the delivery of the educational programmes. They regularly discuss the children's progress with each child's key person to ensure they continue to respond to the next steps in their learning and welfare needs. In addition, management uses cohort tracking documents to monitor children's progress and any gaps in the delivery in the educational programmes.

Management and staff develop positive partnerships with parents. This ensures there is a strong continuity in the children's learning. Parents receive a good range of information in the pre-school prospectus and parents are able to view all policies and procedures. For example, the behaviour management policy, health and safety information and the complaints procedure. Parents speak positively about the care and learning provided. Staff understand the importance of working with other professionals to support children with identified special educational needs and/or disabilities. This ensures children receive targeted support in order to continue to thrive and make progress. Links have been established with the local school, which contributes to children being prepared for their

move to school. For example, Reception teachers are invited to visit children at the pre-school. This enables children to develop their confidence and begin to form new relationships with other adults. Additionally, information about the children's care and learning needs is exchanged in order to provide continuity in the children's ongoing learning and development.

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

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| Unique reference number | EY426226 |
| Local authority | Northamptonshire |
| Inspection number | 984380 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 20 |
| Number of children on roll | 32 |
| Name of provider | Sunshine Pre-School Partnership |
| Date of previous inspection | 16/07/2014 |
| Telephone number | 07847823137 |

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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