

Sunshine Pre-School

59 Hare Street, Rochdale, Lancashire, OL11 1JT



Inspection date

31 March 2015

Previous inspection date

3 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a comprehensive understanding of the Early Years Foundation Stage. Teaching is rooted in a good knowledge of how to support children in purposeful learning. Children are enthusiastic learners and are confident in asking questions and expressing their ideas. As a result, children make good progress in their learning and development.
- Children's well-being is superbly promoted. Staff are aware and understand children's needs exceptionally well. Care practices impact positively on children's development. Staff differentiate their practice in order to meet individual needs. Children who speak English as an additional language and children with special educational needs and/or disabilities are supported extremely well.
- Staff are well qualified and attend a range of training opportunities to develop their knowledge further. Attending training and weekly staff meetings allows staff to refresh their knowledge and has a positive impact on children's learning and development.
- Staff have a good understanding of effective safeguarding practice. They attend regular child protection training and are aware of the authorities to contact should they be concerned about a child's welfare.
- Staff have built strong relationships with parents and other professionals. These partnerships allow purposeful information about children's needs to be shared amongst all carers. This enhances all aspects of children's care and learning needs.

It is not yet outstanding because:

- Children do not always have opportunities to improve their skills in understanding of numbers and measures.

What the setting needs to do to improve further

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

- enhance the educational programme in mathematics by developing opportunities for children to understand the value of using numbers and to explore measures, such as through using weighing scales and rulers.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and members of the management committee throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

A robust observation and assessment system is in place. This means that staff skilfully identify children's next steps in learning. Planned activities are interesting and are flexible to meet the needs of all children. Children are fully engaged in learning as staff present learning opportunities throughout the day. For example, children and staff excitedly rush to the window as it starts to hailstone, discussing what they can hear. One child comments, 'it is like big heavy rain'. Children enjoy listening to a story and acting out story events. As a result, the impact of teaching is good and children are making good progress in readiness for future moves. However, opportunities for children to develop their mathematical knowledge are less well developed. For example, children discuss weights and measures but do not access resources to further support their understanding, such as scales or rulers. Parent partnerships are firmly in place, they are regularly invited to contribute to their child's learning and development.

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

Outstanding positive relationships are in place. There is a real sense of community and a quality of care and support given to children and their families. Staff are excellent role models. They support children's language, guide them in their play and are passionate about encouraging children to explore and undertake activities independently. Children are very confident and enthusiastic. They understand how to keep the environment safe by volunteering to sweep sand up from the floor. Children's behaviour is exemplary. They say, 'thank you' to staff and understand the need to take turns with resources. Staff offer consistent praise to children and celebrate their achievements, no matter how small or large. Children have high levels of self-esteem and independently talk with adults about what they are doing. The effectiveness of care practices are excellent and children's emotional well-being is superbly promoted.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. Daily safety checks are undertaken to ensure the environment is safe. Staff are highly qualified which has a positive impact on children's learning. There are good systems in place for selection and recruitment, inductions, appraisals and supervisions. Staff regularly evaluate the pre-school. A quality assurance scheme has been completed. Previous recommendations have been addressed. For example, the management have developed systems to ensure the ongoing suitability of staff. The manager monitors practice by undertaking observations of staff as they work. These provide opportunities for the manager and members of the committee to monitor staff and the provision. The manager collates data to show how different groups of children are progressing. This means that any gaps in learning are quickly identified and effective targets are put into place to drive improvement. Meaningful partnerships with parents and other professionals greatly enhances children's care and learning.

Setting details

Unique reference number	316436
Local authority	Rochdale
Inspection number	868360
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	24
Name of provider	Sunshine Playgroup Committee
Date of previous inspection	3 November 2011
Telephone number	01706 860 151

Sunshine Pre-school was registered in 1993. It is managed by a management committee. It operates from Deeplish Children's Centre, in Rochdale. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds an appropriate early years qualification at level 5, and one member of staff holds an appropriate early years qualification at level 3. The pre-school is open Monday to Friday from 9am to 12pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a high number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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