

Sunshine Under Fives

Hartford Community Infant School, Mayfield Road, HUNTINGDON, Cambridgeshire,
PE29 1UL



Inspection date

15 May 2015

Previous inspection date

2 December 2008

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		Good	2
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

- Children form secure relationships with caring staff. This helps them to settle and develop confidence for the next stage in their learning.
- Transitions, such as settling-in to pre-school, and moving on to school, are handled in partnership with parents and other providers with great care and thought. This means children are supported effectively to manage changes in their lives.
- Staff has established effective partnerships with parents. They keep them well informed of children's achievements and this helps to build on what the children have already learnt at home.
- The quality of teaching is good. Children are supported by knowledgeable staff who recognise how children learn and use these skills to question and support children effectively to make good progress.
- Children are protected from harm because staff have a secure understanding of safeguarding procedures, including who to report a concern to, and know how to implement effective practices. This helps to safeguard children in their care.

It is not yet outstanding because:

- Staff do not always maximise opportunities to further extend learning when children initiate their own play.
- Monitoring of the quality of teaching when children are engaged in their own learning is not yet sharply focused.

What the setting needs to do to improve further

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

- build upon the already good teaching by tuning into child-initiated play opportunities to further extend children's learning
- sharpen the focus of checking and evaluating the impact of staff's teaching during child-led experiences, so that improvements are targeted more precisely.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning in both the indoor and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a selection of children's records, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation, including policies and procedures to safeguard children.
- The inspector reviewed the settings self-evaluation form online prior to the inspection.

Inspector

Ann Hornsby

Inspection findings

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

Staff plan the environment well to help children make good progress across all areas of learning. Children are active learners, who explore and enjoy a wide range of experiences both inside and out. For example, dressed as pirates, children keep a 'look out' or hunt for buried treasure in the sand, immersed in their own imagination. The quality of teaching and interaction with the children is good. Children learn about simple calculation by counting 'one more than' as adults help them explore size, while they measure their hands and feet using a tape measure. Assessments effectively inform planning to match children's next steps in their learning. Adults plan individualised learning for their key children, as they build on what children already know and can do to provide sufficient challenge. However, when children are initiating their own play, there are some occasions where staff miss opportunities to further extend children's learning.

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

Children learn good hygiene practices through daily routines and clear explanations from staff. Meal and snack times provide good opportunities for children to be sociable. Staff enable children to be independent. For example, children are supported with practical skills, to manage their self-care needs, such as putting on their socks and shoes after physical exercise in the hall. This helps to prepare them in readiness for school. Staff are positive role models, encouraging children to behave well, because staff have high expectations and offer clear and consistent boundaries and routines. Staff have a good understanding of supporting children with additional needs. They place value on working with parents and multi-agencies to ensure children receive consistent support. Staff use visual aids to help children become familiar with the daily routines and communicate their needs. This helps prepare children for the next stage in their learning.

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

The manager demonstrates a secure knowledge of the requirements of the Early Years Foundation Stage. The team aspire to continue to improve and have developed practice through a shared vision of 'reflecting on quality'. For example, partnerships with the school has seen the development of the outdoor area which fully promotes children's physical development. Regular meetings and training opportunities ensure staff are up to date with knowledge and skills. This enables them to provide children with good quality learning experiences. The manager regularly checks the educational programme to ensure children enjoy their learning and make good progress. However, checks are not sufficiently focused on the quality of teaching when children initiate their own play experiences.

Setting details

Unique reference number	EY383959
Local authority	Cambridgeshire
Inspection number	858849
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	40
Name of provider	Pre-School Learning Alliance
Date of previous inspection	2 December 2008
Telephone number	07905164781

Sunshine Under Fives was registered in 1975 and is managed by the Pre-School Learning Alliance. The setting employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The setting operates term-time only, from 8.45am to 2.45pm on Monday, Tuesday, Wednesday and Friday, and 8.45am until 11.45am on Thursdays. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

