

# Sunshine Corner

The Salvation Army, 14 Notintone Place, Nottingham, NG2 4QG



## Inspection date

27 June 2016

Previous inspection date

16 March 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Improvements since the last inspection are not good enough. Significant weaknesses remain and new weaknesses have emerged, resulting in children's care, learning and development being severely compromised.
- Systems to ensure that all staff working with the children are suitable to do so are not robust.
- Staff do not receive induction training to help them understand their roles and responsibilities.
- Staff performance is not monitored to support their professional development or tackle weaknesses in practice.
- Strategies to help children understand how to behave appropriately are not used consistently by staff.
- Staff do not use information from observations and assessments to plan sufficiently challenging activities for individual children. They do not track children's progress to quickly identify gaps in their learning and seek specialist support when needed.
- Staff do not help children to build on their emerging independence and self-care skills.
- Information is not shared well enough when children attend other early years settings.
- Specialist support is not sought from relevant agencies or professionals in a timely way when gaps are identified in children's learning and development.

### It has the following strengths

- Children form secure attachments with the staff which helps them to feel emotionally secure.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ put effective systems in place to ensure that the suitability of adults working directly with children is determined, in particular the seeking of references	27/07/2016
■ ensure that all staff involved in preparing and handling food receive up-to-date training in food hygiene	27/07/2016
■ ensure that all staff receive induction training to help them understand their roles and responsibilities	27/07/2016
■ implement an effective system for the regular supervision and monitoring of staff, which provides support and enables the identification of appropriate training and coaching to improve practice	27/07/2016
■ manage children's behaviour in an appropriate, fair and consistent way.	27/07/2016

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ use the information gained from observations and tracking to plan challenging experiences for children that meet their individual learning needs, and access specialist support in a timely way where concerns about a child's progress are identified	27/09/2016
■ provide more opportunities for children to build on their developing independence and self-care skills	27/07/2016
■ develop ways to share information more successfully with other early years settings that children attend	27/07/2016
■ link more closely with relevant services and agencies to seek specialist support, when needed, in a more timely way.	27/07/2016

## **Inspection activities**

- The inspector toured the premises and reviewed resources.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector conducted a joint observation with the manager.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector looked at relevant documentation, including the self-evaluation form, children's records, policies and procedures and evidence of the suitability of staff working in the setting.
- The inspector spoke to children and members of staff at appropriate times throughout the inspection.

### **Inspector**

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. Leaders and managers do not consistently and effectively implement the requirements of the early years foundation stage. There have been significant changes to staffing. The manager and deputy have tried to implement changes however, they have had limited support from senior management to carry out their roles. Some actions set from previous inspections have not been met. However, the manager has made some improvements, for example, the required progress check for children between the ages of two and three years is now completed for all children. The management team does not carry out all appropriate checks to ensure that all staff are suitable to work with children. This puts children at risk. Furthermore, they do not ensure that all staff receive induction training. Staff demonstrate an understanding of how to report and respond to child protection concerns. Staff carry out regular safety checks to ensure that the environment is safe and hazards are minimised. Although the manager has implemented some supervisions and staff team meetings these are not regular enough to be effective and are often cancelled when daily routines, such as cleaning, take precedence. Staff's performance is not monitored and this contributes to variations in the quality of practice. Staff do not receive targeted training to develop their knowledge and understanding of how to support children's learning and development and improve their practice. The monitoring of children's progress is not thorough enough to identify gaps in children's learning. Although the manager and staff have been working with the local authority to make improvements, significant weaknesses remain and the setting is failing to move forward.

### Quality of teaching, learning and assessment is inadequate

The quality of teaching is poor. Although staff carry out regular observations of children playing, they do not use the information gained from these observations to accurately plan exciting and challenging experiences for individual children's learning needs and interests. Activities fail to stimulate children and they are therefore not always engaged or motivated in purposeful learning experiences. Occasionally, their learning is disrupted by other children's poor behaviour which is not managed consistently well by staff. Staff complete regular assessments of children's learning and share written summaries with parents. However, where gaps in children's development are identified, specialist support is not sought from other agencies for a considerable amount of time. This limits children's ability to make good progress. Staff have not developed ways to successfully share information with other early years settings that children attend. This hinders consistency in children's learning and development when they attend more than one setting. Children enjoy their play. They have fun painting the wall with water and watching it dry in the sun. They enjoy balancing on the beams and jumping off the end.

### Personal development, behaviour and welfare are inadequate

Staff do not manage children's behaviour appropriately. Consequently, behaviour is poor. Although strategies are in place to reinforce positive behaviour, these are not used effectively or consistently by staff. Children are encouraged to develop healthy lifestyles and they enjoy playing and exploring outdoors. Children enjoy healthy snacks and drinks.

However, staff have not received the required up-to-date food hygiene training they need to enable them to prepare and handle children's food. Staff do not take advantage of opportunities to help children develop their independence and self-care skills. Children have opportunities to learn about the community and the wider world. For example, they enjoy going on outings to the local library, farm and windmill.

### **Outcomes for children are inadequate**

Children do not make good progress in their learning and development. They are not motivated or sufficiently challenged to become enthusiastic and effective learners. The manager has used additional funding to provide new resources that promote communication and language skills. However, it is too early to tell whether these have had a positive impact for children who speak English as an additional language and children who have special educational needs or disability. Due to weaknesses in the quality of teaching children are not well prepared or adequately equipped with the key skills they need for future learning or school.

## Setting details

<b>Unique reference number</b>	EY487045
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1044703
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Salvation Army Trustee Company (The)
<b>Registered person unique reference number</b>	RP903315
<b>Date of previous inspection</b>	16 March 2016
<b>Telephone number</b>	01159793466

Sunshine Corner was registered in 2015. It employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday during term time only. Sessions are from 9am until 12pm and from 12.45pm until 3.45pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports a number of children who speak English as an additional language and children who have special educational needs or disability.

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.

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