

Sunshine Thames View Pre-School and Out of School Club



Thames View Infant School, Bloors Lane, Rainham, Gillingham, Kent, ME8 7DX

Inspection date	19 October 2016
Previous inspection date	17 December 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
		Previous inspection:	Good
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not monitor children's progress effectively from the start to ensure that all children, including those with lower starting points, make good progress.
- Children do not have a named key person when they start to help them settle and form a secure relationship. Parents are not able to share information about their children with one consistent person to help support continuity in their care and learning.
- The manager and staff do not make effective use of self-evaluation to accurately reflect on their strengths and weaknesses and to ensure that all legal requirements are met. Parents are not always able to put forward their views and ideas.
- Staff do not make the most of all opportunities to extend and support children's thinking skills, particularly in the outside environment.

It has the following strengths

- Children are happy and confident. They communicate freely with each other and staff. For example, children share their ideas and thoughts and approach staff to ask for help.
- Staff implement consistent rules and expectations for children's behaviour. Children quickly learn what is expected of them, are polite and behave well.
- Staff work well with schools and other early years settings that children attend. This helps to share information about children's care needs and interests.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve the monitoring of children's achievements to identify the next steps in their learning and help all children make the best possible progress 	19/11/2016
<ul style="list-style-type: none"> ■ implement an effective keyperson system to work closely with parents and meet children's individual needs, providing them with a consistent relationship from the start to support their emotional well-being. 	02/11/2016

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

- make greater use of self-evaluation, which includes the views of the parents, to help accurately identify weaknesses and breaches of legal requirements to raise outcomes for children
- build on opportunities to consistently challenge children's thinking skills.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector sampled relevant documentation, including self-evaluation, planning and assessment records.
- The inspector observed children taking part in planned and freely chosen activities.
- The inspector spoke to members of staff at appropriate times during the inspection.

Inspector
Janine Scott

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Managers and staff understand their roles and responsibilities and know the actions to take if there are concerns for children's welfare. Staff have attended recent training and have up-to-date knowledge of how to protect children from harm. A high number of staff have paediatric first aid qualifications, which helps to treat children appropriately in minor emergencies. There are clear recruitment and induction procedures for new staff, which helps them to become familiar with their role. All staff receive regular opportunities to meet with the manager. For example, they discuss their training needs and practice. Self-evaluation does not accurately reflect the strengths and weaknesses of the provision or ensure that all legal requirements are met.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. For example, staff sometimes supervise children's play rather than extend their learning. Staff help children to develop an awareness of mathematical concepts. For example, they encourage children to use numbers in their play and introduce mathematical language to compare size and shape. Staff complete the progress check for children aged between two and three years. This helps them to identify if children need additional support to catch up. However, the manager and staff have yet to develop effective monitoring procedures to help them track children's progress over time.

Personal development, behaviour and welfare require improvement

The managers do not provide every child with a key person when they first start; instead they prefer to wait to see who children form a relationship with. However, at times, this does not help children to settle effectively and become familiar with the new environment and routines. For example, parents do not have a named person to share information about their child directly to help staff meet children's individual needs. Children form positive relationships with other children and freely invite them into their games and activities. For example, children use their imaginative skills and experiences from home to pretend to be mothers, caring for their babies. They confidently decide who does what, which demonstrates their confidence and self-esteem.

Outcomes for children require improvement

Children develop some of the skills to prepare them for the next steps in their learning. For example, they develop an understanding of mathematics and early reading skills. Children have a suitable understanding of the differences between themselves and others. For example, they play with a range of resources and take part in celebrating a variety of festivals.

Setting details

Unique reference number	EY373803
Local authority	Medway Towns
Inspection number	1062166
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	20
Number of children on roll	45
Name of registered person	Sunshine Child-Care Services Limited
Registered person unique reference number	RP906207
Date of previous inspection	17 December 2013
Telephone number	01634 386195

Sunshine Thames View Pre-School and Out of School Club registered in 2004. The setting operates from one room and a dining hall in Thames View Junior School, in Rainham, Kent. It is one of three settings owned by Sunshine Child-Care Services Limited. The playgroup operates each weekday morning from 9am to midday. The breakfast and out of school clubs operate each weekday from 7.30 am to 9am and 3.15pm to 6.30pm, during term time only. The setting receives funding for free early education for children aged two years. There are 17 staff; of these, 15 hold recognised early years qualifications.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2016

