

Sunshine Featherby Pre-School and Out of School Club



Featherby Infant & Nursery School, Allington Road, Gillingham, Kent, ME8 6PD

Inspection date

7 September 2017

Previous inspection date

6 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Managers do not successfully review and track children's development to ensure they continually make good progress from their starting points.
- Staff do not make the best of group times to encourage children to remain engaged and interested.
- Children are not consistently supported to develop their independence. On occasions, staff do things for children rather than encouraging them to try.
- Staff do not fully encourage children to use and develop their home languages in their play and learning.
- Self-evaluation is not effective in identifying areas for improvement.

It has the following strengths

- There are effective partnerships with parents, local schools and other settings that children attend to support continuity, individual needs and shared learning.
- Children learn to behave well. Staff are good role models and have a calm approach to behaviour management.
- Children have the opportunity to play and learn in a well-resourced environment, indoors and outdoors.

What the setting needs to do to improve further

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

	Due Date
■ improve the use of assessments to accurately track children's progress and help them make the best possible progress	05/10/2017
■ improve the organisation of the group times to ensure they meet the needs of the children who attend.	08/09/2017

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

- build on the opportunities children have to develop their independence
- increase opportunities for children to use and develop their home language in their play and learning
- strengthen the use of self-evaluation to identify weaknesses, to target areas for improvements and raise outcomes for children.

Inspection activities

- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including information about the suitability of staff, safeguarding policies and the pre-school's self-evaluation form.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector observed interaction between staff and children indoors and outdoors.

Inspector
Janine Scott

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff attend child protection training regularly to keep their practice and knowledge up to date. They have a good awareness of the procedures to follow should they have a concern about children's welfare. The manager evaluates the setting, monitors staff practice and sets targets for improvements. However, these observations have not identified some weaknesses in practice. Staff attend regular training to help improve children's experiences. For example, after attending a workshop on 'messy play', they introduced different and more varied resources, such as putting pasta in the playdough. Staff carry out observations of children's learning and development. However, the manager does not effectively monitor these to ensure any gaps in learning are identified and closed.

Quality of teaching, learning and assessment requires improvement

Staff plan activities and different experiences for children, indoors and outside, making full use of the large environment. Outside, children have lots of opportunities to climb, run and build, helping to develop their physical skills. Inside, children become deeply involved in building 'car tracks' with tunnels. However, some planned group activities do not meet the needs of all children and they become restless. Staff support children to learn mathematical language as they count and use shape names during their play. For example, they count bricks as they build and talk about drawing circles in the paint. Staff do not fully encourage children to use their home languages in their play to support language development.

Personal development, behaviour and welfare require improvement

The key person works with parents and children from the beginning to build a close relationship. This helps staff learn from parents about their child's individual needs, which helps to support their emotional well-being. Parents report that they value this close relationship. The key person ensures they are available for new children to support them with settling in. Children learn about the importance of exercise and a healthy diet. For example, they have daily opportunities to play outdoors and enjoy a range of healthy snacks and drinks, such as water and milk. Children make choices in their play as they can choose resources with which to play. However, staff do not fully encourage children's independence as, at times, they do things for children that they could try for themselves, such as pouring drinks.

Outcomes for children require improvement

Overall, children, including those who have special educational needs, learn a range of skills to help them prepare for their next stage in learning. For instance, they learn early reading skills as they recognise their written name. However, the weaknesses in the monitoring and tracking of progress does not ensure all children are making good progress from their starting points. Children settle well and happily make positive friendships with their peers.

Setting details

Unique reference number	EY367032
Local authority	Medway Towns
Inspection number	1093295
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 - 7
Total number of places	32
Number of children on roll	40
Name of registered person	Sunshine Child-Care Services Limited
Registered person unique reference number	RP906207
Date of previous inspection	6 March 2015
Telephone number	01634 386 195

Sunshine Featherby Pre-School and Out Of School Club is one of three registered settings run by Sunshine Child-Care Services Limited. It registered in 2007 and is located in Featherby Infant and Nursery School in Twydall, near Gillingham, Kent. The out-of-school club runs during term time and school holidays, for 50 weeks of the year. It is open Monday to Friday from 7.30am to 9am and from 3pm to 6pm, during term time. During school holidays the club is open from 7.30am to 6pm. The term-time only pre-school operates from 9am to 12.30pm. The provider employs 10 staff. Of these, nine staff, including the manager, hold appropriate early years qualifications at level 3 or above. The provider receives funding to provide free early education for children aged two years.

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