



Sunny Corner Pre School

Inspection report for early years provision

Unique Reference Number	102876
Inspection date	09 June 2006
Inspector	Heather Tanswell
Setting Address	Chynoweth Lane, St Hilary, Penzance, Cornwall, TR20 9DR
Telephone number	01736 763931
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Registered person	Sunny Corner Pre-school
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunny Corner Pre-School and Childcare Centre is a committee run group. It opened in 1991 and operates from purpose built premises on the grounds of St Hilary Primary School. It is situated near Goldsithney, in Cornwall. A maximum of 45 children may attend the setting at any one time. The provision is open each weekday from 08:00 until 18:00 for 51 weeks of the year. Education sessions are from 09:00 until 11:30 and 12:30 until 15:00 term times only. The setting does not open on Bank

Holidays. All children share access to a secure enclosed play area.

There are currently 75 children from two to eight years on roll. Of these, 52 children receive funding for nursery education. Children come from surrounding towns and villages. The setting currently supports a number of children with learning difficulties and/or disabilities.

The setting employs 17 staff. Of these, 12 hold appropriate early years qualifications and five are working towards a qualification. The setting receives support from an advisory teacher from the Local Authority Family Services and Sure Start. It is a member of the Pre-school Learning Alliance (PLA) and Marazion Children's Centre.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are encouraged to enjoy their food and understand why some foods are healthy and others are not. They thrive on the healthy meals and snacks provided for them in sufficient quantities to meet their growing needs. The setting, in co-operation with the school, operates an effective healthy eating policy. Children benefit greatly from a wide selection of fresh fruits and vegetable chunks mid morning and nutritious hot meals provided from the school kitchen at lunch times. Staff promote unfamiliar foods to initially cautious children as something fun to try, giving them attractive names that appeal to their curiosity. For example, pieces of pomegranate become 'little red jewels'. Parents are able to provide packed lunches if they prefer. All foods are stored safely to keep them fresh and presented hygienically and attractively. Children also learn about healthy eating through planned activities and informal discussions at meal times. As a result, children try a variety of foods from around the world and learn to make healthy choices from the wide variety of healthy foods on offer. Children have ready access to drinking water and recognise when they need a drink to quench their thirst. Additional fresh drinks of water and milk offered at snack times ensure children drink enough in warm weather.

Children gain an excellent understanding of hygiene and support to be independent in their personal care. They are fully aware of good personal hygiene practices and know the importance of washing their hands after visiting the toilet and before eating. Children's health is fully safeguarded by staff who follow very good procedures and routines to minimise the risk of cross infection both indoors and out. Daily checks and cleaning rotas ensure all areas and resources are clean and hygienic before children arrive. Regular washing of surfaces and equipment during the session and throughout the week ensures the premises and resources stay hygienic throughout the day. Children's good health is assured. The setting has a clear policy about the care of children when they are unwell. Staff take great care to ring parents to share any concerns so they can work in co-operation with parents to decide the best action to take if a child is unsettled or unwell.

Children take part in a wide range of activities that contribute to their good health and physical development. They benefit from daily exercise out in the fresh air throughout the day. Children go for walks about the school playing field, practise races for sports day, ride about on bikes, and clamber about the challenging climbing equipment. Children are particularly adept at using fine tools such as scissors to cut carefully and accurately around paper leaf shapes showing good hand-eye co-ordination. Children manipulate a range of media using their hands and tools such as sticks, knives, straws, rollers and cutters with skill to make animal shapes. Indoor activities include music and movement, and action rhymes, which they participate in joyfully as they learn to control their movements.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children play safely and securely because staff are vigilant, well organised and give high priority to children's welfare. Staff monitor access to the premises, check identity routinely, bolt gates and lock doors once children arrive. Coded locks on internal doors keep all rooms secure. Risks of accidental injury to children are minimised as staff fully implement the risk assessments and safety procedures. All areas are checked before children arrive each day and large equipment such as the sand pit prepared ready and safe for use. Children learn how to keep themselves safe through well-planned activities and daily routines. Staff remind children about the safety rules and carefully explain the consequences of their actions so they learn to take good care of themselves. Great care is taken to protect children from the harmful effects of the sun's rays. Canopies and a wooden playhouse create shady areas where children can play out in the fresh air. Staff make sure children apply sun cream throughout the day and wear hats when playing outside.

Children are welcomed into the bright, well-laid out environment with its colourful displays of children's work, stimulating sensory gardens and attractively presented and equipped outside play areas. Children safely access a wide range of good quality age appropriate toys and equipment that significantly enhances their play. Suitably labelled, low-level storage units ensure children know exactly where to go to access additional resources. Children also learn to keep themselves safe. They work in small groups, tidying away one construction kit before they get out another so they have room to play without falling over. Comfortable areas set aside both inside and out ensure children can rest or play quietly away from those still engaged in vigorous activities.

Children are safeguarded from harm because staff implement the setting's child protection policy. Staff have a very good understanding of their child protection policies and procedures and are clear about their roles and responsibilities in promoting children's welfare. Staff operate a well thought through arrival and departure procedure to manage the transition between school and the nursery.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and very happy. They have a lot of fun at the nursery learning as they play. They enjoy themselves so much because staff take care to plan a wide range of interesting and worthwhile activities. Staff make effective use of the stepping stones towards the early learning goals and the Birth to three matters framework to plan experiences to meet the needs of the age range they care for. Separation of care from nursery education sessions ensures a good balance between work, relaxation and play for children of all ages. Children are independent learners choosing what they want to do and following their own interests as they develop their own ideas. A sense of belonging to the local community is developing through combined activities with the school and visits from important people of all ages and occupations with whom they can share experiences. For example, during Heritage Week children met and compared their toys with those of elderly residents in their community.

Children are enthusiastic about the wide range of well-planned developmentally appropriate activities on offer. Children are confident and able to concentrate for extended periods. They particularly enjoy activities where they can explore the natural environment using all of their senses. Children revel in the texture, sight, and smell of plants in the sensory garden. They show great interest in the patterns made by chalk and charcoal rubbings of palm leaves.

Children receive individual attention when they need support, for example, when they feel tired staff stop and give them a cuddle. They take part enthusiastically in group activities. They join in with stories and group singing and dancing sessions with glee.

Nursery Education.

The quality of teaching and learning is good. Children's good progress in personal, social and emotional development underpins their learning in all other aspects of the curriculum. The priority given to developing children's positive attitude toward learning and relationships with other people encourages children to gain confidence in their own abilities and strengths. Children are curious and keen to learn. They enjoy coming to the setting and have a positive attitude to everything they do. They play well on their own or with others, using their imagination well in role-play. For example, one child spends several minutes on their own exploring how the balance scales work. A group of children playing in the garden centre adopt chosen roles. One becomes the cashier, another the grower and others are customers buying plants and seeds. Children develop self-control and accept responsibility for their actions. They know they must tidy away before they take out any more toys to make more space for construction play. They have a secure awareness of right from wrong and show respect for the feelings of characters in stories, understanding why they are sad and how to make them better. Children ask questions, comment on what they are doing and explain what they are going to do next. This entices others to join in to make a digger with two scoops not just one.

Children's learning in knowledge and understanding of the world is particularly good. They use all of their senses to explore the natural world around them in detail. Their understanding of what plants need to make them grow and their characteristics develops through very well planned activities using both the indoor and outdoor environment. Staff carefully point out leaves, stems, and petals then children reflect

by drawing accurate pictures of what they see and comment that the stalk is like a flower's leg. Older children read and write their own names and recognise some initial phonic sounds. Children understand that books are for enjoyment and reference as they help to choose books from the school library to support the topic as well as for home use. Children recognise numerals and accurately use numbers to count beyond ten items. Children are beginning to use language to compare two groups and count how many. However, staff's lack of confidence in how to re-enforce simple addition and subtraction at meaningful activities means some children have made no progress toward this one early learning goal. Children show interest in shape and make models and drawings of correct proportions. Children are adept users of fine tools such as scissors. They show good hand eye co-ordination as they carefully cut around leaf shapes they have made. Children express their imagination using colours and a wide range of creative media to represent their ideas.

Staff have a very good knowledge of the Foundation Stage and use this effectively to plan a wide range of meaningful experiences for children of all abilities. Staff are enthusiastic with high standards and expectations for children's learning and behaviour. They make good use of the available space and resources to make learning fun, varied, interesting and to encourage children to be independent learners. They carry out regular observations of learning which they use effectively to set targets for individual children's learning in co-operation with parents.

Helping children make a positive contribution

The provision is good.

Children enjoy the company of staff and other children. Staff welcome families with a friendly greeting that helps children settle quickly into the relaxed atmosphere. Children know the daily routines well and display high levels of self-discipline. When a member of staff begins to tidy away, children form small groups of their own to tidy up toys they have used on the floor into crates, which they then put away without being asked. Children know and understand the rules of the setting because staff respectfully remind and encourage them to think through the consequences of their actions. As a result, children learn to consider others' feelings as well as their own and readily express their affection for each other with a cuddle.

Children take part in activities that help them feel part of their own and the wider community, and learn about the natural environment they live in. They go on outings to local places of interest, walks in the countryside, and enjoy visits from people who live and work in the community, for example, a policeman. Children celebrate a number of festivals from other cultures throughout the year. Children handle a wide range of resources that reflect the wider community and people with disabilities. As a result, they begin to respect their own culture and lifestyles of others. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Detailed information about the management of the setting helps parents understand how it runs. Children's preferences and personal information is fully recorded on enrolment. Parents are invited to an open evening before they start the pre-school sessions and staff talk to them about their child's

preferences and share concerns. Staff are not recording information from parents about what their child already knows, can do and understands in recognition of the important role they play in their child's education. Regular newsletters and daily informal feedback keeps them up-to-date with their child's activities. Parents understand the Foundation Stage Curriculum and are becoming familiar with the Birth to three matters framework because staff take great care to display relevant details on the notice boards. Regular private meetings between key workers and parents ensure they play a full role in their child's continuing learning and development. Regular questionnaires seek out parents' views about their chosen ideas for future developments within the setting. Their ideas are used effectively to influence action plans for improvement and to remind staff of what they do well. Parents report relationships with staff are very good and that staff are friendly and welcoming which helps them and their children feel secure and eager to be involved.

Organisation

The organisation is good.

Children are well cared for by suitably qualified staff who work effectively as a team. Ratios are met at all times, which helps children feel safe and secure and to develop supportive relationships. The committee employ an administrator who takes responsibility for the day-to-day running of the setting. This ensures staff have time to concentrate on working directly with children. Staff update their knowledge and skills by attending short courses, local cluster meetings and reading relevant professional publications. They use their experience well to implement the comprehensive policies and procedures. Staff have established positive partnerships with the school to ensure a smooth transition from one to the other. Staff meetings and appraisals are used effectively to plan and evaluate activities. Staff are proactive in developing action plans based on self evaluation forms and their own and parents' reflections of what they do well or need to improve. As a result, standards of care and nursery education are very good with some outstanding aspects.

Leadership and management of nursery education is good. The comprehensive operational plan contains clear, well-written policies and procedures. Policies are reviewed regularly to ensure they reflect changes in regulations and good practice. Staff liaise effectively with support workers who offer expert advice which staff value and use well to enhance the way they introduce learning to children. Staff plan a wide range of worthwhile experiences where children have lots of fun and learn through play in a well-organised and safe environment. They make very good use of the key worker system to identify targets for individual children's development that they weave seamlessly into each week's theme. Gaps in learning identified in assessments are used to identify next steps in learning but are not always used as well to identify minor gaps in the quality of nursery education. Activities are successfully balanced between adult and child led experiences. Children are independent, enthusiastic learners with good levels of self-discipline supported by highly motivated staff. The setting meets the needs of the range of ages of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the provider was asked to ensure that sufficient, suitable equipment is available to meet the needs of school-aged children, and keep a written record, signed by parents, of medicines given to children. The setting has improved its range of resources for older children to include a play station and board games suitable for the older age range. The setting now keeps a signed record of all medicines given to children to ensure parents and staff are fully informed and children receive the appropriate care when they are ill or need medication.

At the last nursery education inspection the provider was asked to provide opportunities for children to develop an awareness of people with disabilities, offer support for all children to develop their reading and writing skills, develop the use of books for reference and for personal enjoyment, plan opportunities for children to compare numbers and begin to explore addition and subtraction, and use children's assessments to plan to meet their differing needs, through future planned activities. The setting now has a range of small world characters for children to use in role-play to promote positive images of others. Resources and encouragement for children to write their name and make marks has been improved. As a result, children now routinely label their own work and use writing materials in the role-play area. Children now regularly visit the library to help staff choose reference books for the following week's topic and storybooks to take home. Reference books are also used at the interest table and as an introduction to each day's topic, which helps children understand books can be used to gather information. Staff now plan opportunities for children to compare numbers. However, some children have made no progress in this area of learning because they lack confidence and do not make good use of snack times to re-enforce what children have learned at these planned activities. Staff now use assessments to identify and set targets for learning.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. There have been no complaints made to Ofsted since the last inspection.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop an initial profile in liaison with parents, to record information about what children already know, can do and understand on entry to the setting.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make more use of daily routines to re-enforce and develop children's understanding of prediction, addition and subtraction at meaningful activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk