



Sunshine Pre-School

Inspection report for early years provision

Unique Reference Number	312371
Inspection date	13 November 2006
Inspector	Jeanne Lesley Walsh
Setting Address	St. Andrew's Church Hall, Edge Lane, Droylsden, Manchester, Lancashire, M43 6BG
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Registered person	Sunshine Pre-School (Droylsden)
Type of inspection	Integrated
Type of care	Sessional 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?

Sunshine Pre-School has been registered since 1980. It operates from a church hall in the Droylsden area of Tameside. The pre-school have the use of the large hall, adjacent room and associated facilities, such as the kitchen and toilet areas. The pre-school is open Monday, Tuesday and Wednesday for two consecutive sessions from 8.45 to 11.15 and from 11.15 to 12.40 and on Thursday and Friday from 8.45 to 11.15 during term time only. A maximum of 26 children may attend the pre-school at any one time. There are currently 31 children aged from two to under five years on roll. Of these, 17 children receive funding for early education. The group supports children who speak English as an additional language.

The manager holds an appropriate child care qualification and has overall responsibility for the day to day running of the group. The group employ eight members of staff. Of these, six hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean well maintained setting where staff follow comprehensive procedures that ensure high standards of hygiene. They are protected from the spread of infection and cross contamination as they wash their hands regularly and appropriately. They know that when they have been playing outside on the grass their hands are dirty and they need to wash them. Other children wash their hands independently after visiting the toilet. Children have their nappy changed in an area, which ensures privacy and dignity. The staff use procedures that minimise the risk of cross infection. Children are well taken care of if they are ill as there is a clear sick children policy in place. Staff implement good procedures when recording accidents and incidents and they have good procedures for administering medication.

Children benefit from a healthy balanced diet. They are offered a good nutritious menu for their lunch and snacks. Fresh drinking water and milk are freely available to keep them hydrated. Posters, books and activities around the provision remind the children about healthy eating and good personal care. Meals and snacks are presented as good social occasions. The children delight in selecting their own snack and pouring their own drinks, which fosters their independence. They sit together at the prepared tables and they happily chat and relax with each other. They know that when they have finished they tidy up their plates and cups.

Children are developing an understanding of keeping themselves healthy. They enjoy a wide range of activities both indoors and outdoors. They love playing outside in the small garden with balloons and ribbons, which blow in the wind. At other times they pedal the wheeled toys in the large hall. They develop their skills as they use the stepping stones to balance. They throw and catch the balls and the hoops. Some children are competent and others are just learning. As a result, they are developing coordination, muscle control and awareness of their bodies. Younger children climb the large apparatus with increasing control and they shout 'wee!' as they slide down the slide.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and welcoming environment. Space available is very well organised so that they can play safely and in comfort. The staff take pride in creating a child friendly environment by displaying children's art work and photographs. This boosts children's self-esteem and helps them to feel a strong sense of belonging. As a result, the children confidently access the wide selection of activities that are well presented in the different learning areas.

Children's safety is of high priority to staff, who follow effective procedures to reduce potential hazards. These are identified and minimised through completion of regular risk assessments, which ensure safety both inside and outside in the garden. Toys and equipment are also checked daily. Staff monitor all visitors on arrival, to ensure children's protection. The children know and follow the simple rules, for example, they know not to run indoors. Children take

responsibility for their own safety, as they carefully hold on to the banister rail when they walk up the steps.

Children are well protected because the staff demonstrate a clear understanding of their responsibility regarding child protection issues. There is a designated child protection officer in place. Written policies and procedures are also in place and shared with parents. These have been updated in accordance with guidance from the Pre-School Learning Alliance.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy in the setting and receive lots of support and attention from the staff. This increases their sense of well-being and security. Staff develop a good knowledge of the children because they observe and take time to listen to them. Children's independence skills are well fostered as they are continuously given choices and confidently select their own resources and activities. They show great interest in what they do, for example, a group of children are fascinated as they explore the range of dolls, all with different disabilities. They touch them gently and they talk about how you use a white stick because you cannot see, and how you use a wheel chair if you cannot walk. The children are fascinated and knowledgeable about the wheelchair sign, the sign for deafness and the first aid sign. Their activity is extended in the 'family surgery' where they engage in role play, dressing up as doctors and nurses. They are enthusiastic and sing and dance as they play. The children are clearly happy and enjoy themselves.

The staff use their knowledge of the 'Birth to three matters' framework to introduce new ideas, such as treasure baskets and story props, which work well with the younger children who have a short attention span. The effective key worker system enables all children to receive daily care from familiar adults who know them well. This contributes significantly to children's self-esteem and sense of belonging. The children confidently chat to the staff and are relaxed and comfortable in their care. Staff members consistently praise children's efforts, play with them and provide comfort and reassurance when needed.

Nursery Education

The quality of teaching and learning is good. The children benefit from choosing from a range of resources that are freely available in dedicated learning areas. Staff demonstrate a clear knowledge and understanding of the Foundation Stage curriculum. This is reflected in the long, medium and short term planning and the evaluation procedures. Staff use observations to inform them of children's developmental stages. These are entered into progress files and show clear links between the 'Birth to three matters' framework and the Foundation Stage curriculum. However, observation is not always shown to inform the planning, which means that children's individual learning may not always be extended. Activities are well planned and resourced and include new experiences as well as experiences that consolidate previous learning. Children count, measure and use mathematical language spontaneously throughout the day. They measure themselves on height charts, count the dots next to the numbers and talk about 'Is mummy bigger than daddy?' During their conversation about their names, they count three fingers to express the fact that three of them have the same name.

Children are interested and motivated to learn. They display good levels of concentration as they engage in all activities. They become totally engrossed in their chosen activity and take pride in their achievements. Children play cooperatively together and form friendships as they chat during play, negotiating and sharing ideas, developing their social, language and imaginative skills. They are busy with the play dough and help each other to find a way to remove some dough from a tube. They chat confidently to adults and to each other throughout the day. At circle time they enthusiastically share information. Staff help them to extend their knowledge and widen their vocabulary by asking questions and answering questions. Children have many opportunities to acknowledge that print carries meaning. They practise their mark making in most of the play areas, which are all well equipped and some children are developing early writing skills as they write their own names.

Helping children make a positive contribution

The provision is good.

The children and the parents are welcomed individually into the setting by sensitive, caring staff. The children quickly settle and enthusiastically begin to explore their environment. They are included in all the activities and their individual needs are well provided for. Children learn about diversity through access to a wide range of resources and activities that promote positive images. These include books, jigsaw puzzles, dressing up clothes and dolls. They also celebrate a variety of different festivals, such as Divali and Christmas. As a result, children are learning about differences and have respect for each other. Children who speak English as an additional language are well supported. Staff work closely with both the children and their parents to establish simple ways of communicating successfully with them.

Children behave well in the setting because they receive meaningful praise and encouragement. The staff have high expectations of their behaviour and the children know what is expected of them. They are becoming aware of the boundaries that keep them safe, as staff and parents work together to establish a consistent approach. Staff use positive techniques to distract, explain and encourage children to respond to the good examples they set. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents initially receive a pack of information about the setting, which makes them aware of the setting's policies and procedures. They are invited to meetings to discuss children's progress and daily discussion informs them about general issues. Photographs are also used to help parents and children who do not speak English. Discussion with parents confirms that they know what their children are doing in the setting. They are kept well informed of their progress and they also know about current themes, songs and activities. This means that they are able to extend activities in the home.

Organisation

The organisation is good.

Children are cared for in a positive and supportive environment, which effectively promotes their individual needs. The setting offers a warm and welcoming atmosphere where children can progress at their own pace. Clearly defined areas separate the different activities available,

so that children can move around freely making their own choices. Staff are well deployed and work directly with the children and there are additional staff who are in excess of required ratios.

The leadership and management of nursery education is good. The manager is qualified and very experienced. She leads an enthusiastic team who show commitment to their own personal development. They keep up to date with new information through regular training, which they use to enhance the quality of care and education for all children. They demonstrate awareness of the Foundation Stage curriculum and plan activities that challenge children and help them to progress. All activities are evaluated for quality and content and learning outcomes. The staff also work closely with parents to ensure that all the children are included and their individual needs are met.

Recruitment and selection procedures are robust and systems are in place to ensure the suitability of staff. Appropriate records are well maintained and policies and procedures help to support the smooth running of the group. However, documentation is not easily accessible and the complaints procedure has not been updated in line with new requirements. The setting have developed strong links with the Pre-School Learning Alliance. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to ensure the safety of the outside gate. They now keep this locked and carry out regular risk assessments to ensure the safety of all areas.

The group were also asked to develop existing provision for information and communication technology. They have now purchased a new computer and additional programmable equipment. However, this is an area that they intend to develop further.

As a result of these improvements children's safety and learning is enhanced.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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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):

- ensure that documentation is easily accessible and the complaints procedure is updated in line with new requirements.

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):

- ensure that observations of children always inform the planning so that children's learning is extended.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk