

# Sunshine Under Fives

Inspection report for early years provision

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**Unique reference number** EY383959  
**Inspection date** 02/12/2008  
**Inspector** Anne Wesley

**Setting address** Hartford Community Infant School, Mayfield Road,  
HUNTINGDON, Cambridgeshire, PE29 1UL  
**Telephone number** 07905164781  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Sunshine Under Fives Playgroup was managed by a voluntary management committee it has recently been taken over by the Pre-School Learning Alliance. It opened in 1991 and operates from the community room in the grounds of Hartford Infant School in Huntingdon. A maximum of 20 children may attend the playgroup at any one time. The playgroup is registered on the Early Years Register and is open five days a week from 09:00 to 11:30 during school term times. On Mondays and Wednesdays an afternoon session is offered from 12:20 to 14:50. All children have access to an enclosed outdoor play area. There are currently 43 children aged from three to four years on roll. Of these, 32 children receive funding for nursery education. Children come from the local area. The playgroup currently supports a number of children with learning difficulties and also supports children who have English as an additional language. The playgroup employs six staff, all of whom hold appropriate early years qualifications. The setting is accessible to both children and adults with physical disabilities.

## **Overall effectiveness of the early years provision**

This is a good setting, where all children are welcomed and make good progress towards the standards expected for their age. Staff use their knowledge of the children to promote effectively all aspects of the children's welfare and their learning development. Children are safe and secure at all times and enjoy the varied activities planned to take their learning forward. Parents and carers are very happy with the nursery and appreciate the friendly and helpful staff. The setting is fully inclusive, catering well for children who speak English as an additional language and those with learning difficulties and/or disabilities. The supervisor and staff are committed to continuous improvement and have the capacity to achieve this.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure the children have regular access to the outdoor area to promote more fully their physical development
- provide more opportunities indoors for imaginative play through role play areas, dressing-up equipment or larger construction toys.

## **The leadership and management of the early years provision**

The children's care, learning and welfare are significantly enhanced by way the setting is led and managed. Staff have specific roles and responsibilities within the group and consequently the children always know who to go to. Parents are happy that their children have key people who assess their learning and progress. Parents are well informed about their children's learning experiences. Weekly information

sheets include suggestions of what the parents can do in the topics planned so that they are very involved with their children's learning. Workshops have been arranged for parents and these are well supported. Current safeguarding requirements are fully met. Policy documents are very comprehensive and ensure all staff understand exactly what is required of them. The setting is fully inclusive and caters very well for children with both learning and behavioural difficulties. Risk assessments are carried out daily; the safety and the welfare of the children have a high priority. Assessment is a particular strength in this setting as the supervisor holds regular meetings where the key workers discuss their group's development files so that they can all become familiar with the needs and interest of all the children. Consistency of record keeping and standards is also maintained through these meetings. Some children in the play group attend other settings, the supervisor is arranging liaison meetings with other key workers to ensure continuity for these children. The manager provides an excellent programme of training and development for staff. All the adults in the setting are undertaking further training in a variety of appropriate areas, including child protection procedures, the revised Early Years Foundation Stage and paediatric first aid. Their enhanced skills and knowledge have added to the good progress the children make.

## **The quality and standards of the early years provision**

The children make good progress during their time in the play group because the staff ensure that every opportunity for learning is maximised. Adults ensure that the activities planned for children cover all the necessary areas of learning whilst maintaining a good balance between child-led and adult-led activities. Consequently, children learn the skills that they will need for the next stage in their learning and by the time they transfer to primary school they have reached standards that are appropriate for their age. The children are taught about keeping safe and eating healthy food. The current systems for assessing the children's progress are based on short informal observations and planned longer assessment activities. These are carried out regularly by the key workers who update the children's development file. They identify in the development files the next steps in the children's learning and they also suggest how these might be achieved by noting the children's particular interests. The activities provide many opportunities for children to talk together, so language skills are promoted well, with adults being good role models. Children know they will be listened to and so they listen well to each other.

There are many activities in which children learn to count and explore mathematical ideas including a number based computer programme. Specific resources placed in the water play area encourage the children to make comparisons of capacity. Creative activities are numerous when children can choose from a wide range of resources or adult led creative activities encourage the children to explore materials they might not choose for themselves. Children's choices however are limited by the inaccessibility of many of the play group's resources. Much equipment is stored in outside sheds and so adults make the decision of what should be available each day. This is particularly applicable to larger toys. The access to role play equipment and dressing-up clothes is also

restricted by the same difficulty. Adults pay particular attention to promoting children's personal development so that the children quickly learn how to share and take turns. The children take some responsibilities as they have certain jobs when it is time to tidy up. Self-help skills are strongly promoted. Relationships are positive, behaviour is good and the children happily engage in all the experiences provided. Children's physical development takes place mostly outside. However, as the area is shared with the host infant school the time spent outside is timetabled and therefore the use of the outdoor area is limited. Children's health and safety have a high priority with ongoing checks of equipment and the children are taught to use equipment safely. They are taught about keeping safe and eating healthy food.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted 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.