

Sunshine Pre-School

Inspection report for early years provision

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Inspector Patricia Graham

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Sunshine Pre-school is managed by a management committee. It has been open since 1980 and operates from a large hall and adjacent room within St Andrews church hall in the Droylsden area of Tameside. Children have access to a fully enclosed outdoor play area.

The provision is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 31 children aged from two years to under five years on roll. The pre-school is open Monday, Thursday and Friday from 8.45am to 11.15am, and is open Tuesday and Wednesday from 8.45am to 12.30am term time only. The pre-school currently supports children with learning difficulties.

There are seven members of staff, five of whom hold appropriate early years qualifications to at least NVQ Level 3. One member of staff is working towards a foundation degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A stimulating learning environment promotes good outcomes for children in their learning and development. This is enhanced as close links with parents and outside agencies ensure all children flourish and reach their full potential. Adequate awareness of the welfare requirements positively supports children's safety and well-being. The monitoring and evaluation of the pre-school is adequate, which has a positive impact on outcomes for children. However, some weaknesses are not fully addressed.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure systems are in place to notify Ofsted of significant changes, for example, structural alterations (Suitable premises, environment and equipment) 23/09/2009
- ensure all members of staff understand the safeguarding policy and procedures. (Safeguarding and promoting children's welfare) 24/09/2009

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

- extend resources for mark making to provide children with increased opportunities to ascribe meaning to text and attempt to write for various purposes

- develop the recruitment procedures to enable evidence of suitability from different sources, such as references, employment history and identity checks to ensure recruitment procedures are robust.

The effectiveness of leadership and management of the early years provision

Good deployment of staff and effective supervision ensure children's safety within the setting. Most staff are aware of the safeguarding policy, which means they can respond appropriately if child protection concerns arise. However, children are not fully safeguarded because systems are not in place to ensure all staff understand the safeguarding policy and procedure. This is a specific legal requirement. Children are adequately protected because all members of staff hold an enhanced Criminal Records Bureau (CRB) Disclosure.

Suitable self assessment of the pre-school setting identifies key strengths and highlights some areas for development. For example, staff have worked successfully in developing planning and observations of children, which promotes good learning outcomes. They offer continuous provision ensuring children are stimulated and make good progress in relation to their individual starting points. In addition to this staff embrace knowledge acquired from training sessions, such as 'Chatter Matters' which they implement effectively to enhance children's language and communication. However, key areas to develop are not prioritised. For example, although recruitment procedures have recently been updated these are not yet implemented. As a result, recruitment systems are not fully robust in ensuring the suitability of new staff.

Good partnerships with parents and outside agencies enable positive relationships to be formed and children's individual needs met appropriately. For example, daily diaries are completed for children who attend other settings enabling progression and continuity in their learning. This is complemented with regular meetings, with key persons, to discuss children's progress and their next steps in learning. Parents comments are positively encouraged through regular questionnaires; they have access to policies and procedures and communicate with staff on a daily basis. This keeps them well informed of their child's care, learning and development.

The quality and standards of the early years provision and outcomes for children

Emotional relationships are formed with key persons enabling children to feel settled and assured. They display good levels of independence as they partake in engaging and practical activities. For example, they have great fun exploring their vocal chords as they shout into the 'Chatter Tracker' and they learn to activate different sounds using a range of programmable resources. Children's awareness of numeracy is developing well as they access the well resourced number area, which is complemented with lots of shapes and numbers displayed around the pre-school. Consequently, children are developing good skills for the future. Children enjoy a range of outings in the community and a particular favourite are visits to

local allotments, which offer enrichment and enjoyment in their learning.

The organised environment helps children become familiar and independent in the pre-school. They know the routines and display good levels of confidence, for example, as they serve themselves at snack time. Children develop their creativity as they use a good selection of imaginative resources, including real props, such as telephones, in the home area. Children ascribe meaning to their marks as they make patterns on paper. However, mark making resources are limited, which means children have fewer opportunities to experiment with writing. Children are confident communicators as they take an active part in story sessions, which extends their vocabulary and experience of stories. Children are well behaved and show consideration to others as they play cooperatively with their peers.

Staff recognise the unique abilities of all children and provide activities which meet their individual learning needs. As a result, children make good progress towards the early learning goals. Good systems are in place for observing children and this information is presented in development files, which keeps parents well informed of their child's progress.

Healthy eating is promoted as the pre-school provides nutritious snacks, which are freshly prepared enabling children to learn about healthy eating. They enjoy the benefits of fresh air and exercise as they access the outdoor play area which offers good opportunities for them to refine their physical skills. However, the provider has not informed Ofsted of the structural changes leading to the new outdoor play area. This is a specific legal requirement. Staff are qualified to administer first aid, which means they can respond appropriately in the event of an accident.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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