

Sunshine Pre-School

St. Martins Church Hall, St. Martins Road, Knowle, Bristol, BS4 2ND

Inspection date

Previous inspection date

29/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff are highly qualified and very skilled at helping promote children's care, learning and development in all areas.
- Children are actively encouraged to explore and experiment with a wide range of materials, media and equipment to consolidate learning and discover new interests.
- The needs of each child are carefully discussed with parents whose contributions to initial assessments and on-going discussions help key persons understand children's individual needs and consider these when planning future learning.
- Children are happy and settled and show great confidence in the setting. They enjoy and benefit from close relationships with pre-school staff and learn to become independent and make real choices about their own learning.
- The multi-lingual setting offers children the chance to learn and develop in English and their home languages. The curriculum is delivered in English and German but several other home languages are also supported and reflected in the setting.
- Key persons have established and nurtured excellent working partnerships with staff from other settings attended by children to promote best learning and development in all areas.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and interactions with staff in the main play room.
- The inspector sampled children's learning records, planning documentation and staff records.
- The inspector met with the manager/owner of the preschool to discuss the self-evaluation made so far of this new provision.
- The inspector accompanied children and staff on a walk in the local area.
- The inspector talked to parents to seek their views about the provision.

Inspector

Carol Cox

Full Report

Information about the setting

Sunshine Pre-school registered in 2012. It operates from the church hall at St Martin's Church in Knowle, Bristol. The pre-school has use of the main hall on the ground floor, the small hall on the lower ground floor and associated facilities. There is an enclosed garden for outside play. The pre-school offers care to children aged from two to five years. It operates during term time from 8.45am to 3.15pm on Monday, Tuesday and Wednesday, from 12.15pm to 3.15pm on Thursday and 8.45am to 11.45am on Friday. The pre-school

offers care, learning and development in English and German, staff have experience of supporting children who learn English as an additional language. The owner acts as manager and holds a degree in Early Years and has Early Years Professional Status. The pre-school employs six staff, all of whom have early years qualifications at level 3. Access to the building includes internal stairs. The setting is registered on the Early Years Register. The pre-school is registered to receive early years education funding for children aged three and four years. There are currently 34 children on roll.

What the setting needs to do to improve further

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

- Develop further children's self-help skills by, for example, providing more opportunities for children to pour their own drinks at snack time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from an extremely well organised and exciting environment where they make exceptionally good progress in all areas of learning. The staff team manage play space very effectively to stimulate children's curiosity. They provide exciting activities and an inspiring range of resources to consolidate and promote learning in all areas. Staff plan a very finely balanced programme of adult-led activities and opportunities for children to develop their own learning. Children's natural curiosity is carefully nurtured by sensitive and skilful adults who know children very well. Key persons use their expert knowledge of how children learn to support learning through child-initiated activities. Children develop excellent communication and language skills in English and German supported by bilingual staff. For example, when exploring a 'special box' as a group activity children identify and name objects in both languages. The adults leading the group name letters and introduce initial sounds in both languages. Consequently children happily sound 'ttttt' for both tea and tasse. Such use of two languages is common throughout the curriculum to the benefit of all children. Those children who speak other home languages are extremely well supported through meticulous planning, research and partnerships with parents and other services. The abundant range of exciting and stimulating resources in the setting reflect the many languages and cultures of children attending.

Children are encouraged to develop very good self-help skills overall to support their transition to school or other settings. They find and put on their own coats to go out for a walk and quickly learn about safety by taking their places on the walking rope. As they

explore the church gardens they identify shapes in built and natural objects and comment on the changes brought about by the season's weather. They enjoy regular outdoor activities and look forward to visiting their allotment, where they grow fruit and vegetables that they harvest and cook to make soup. Children learn about their community and the wider world through daily walks. They cheerfully greet their elderly neighbours at a nearby block of flats and have been invited by the local church to contribute to the family service and share their harvest parcels locally. Children have access to a wide range of technology which is used in a meaningful way. For example, when children have taken photographs with the digital camera they learn about downloading these onto the computer. The pre-school has recently purchased a listening centre where children listen to CDs in both English and German and enjoy recording their own voices. This technology is very beneficial to developing listening and speaking skills as well as being highly enjoyable. Key persons review and evaluate activities daily to make sure they are meeting each child's needs and are responsive to their changing interests.

Key persons use everyday activities to foster children's learning and help them practise skills. For example, when walking along the road they recognise numerals and letters on car registration plates. When playing in the role play corner they enthusiastically build tents and dens and re-enact favourite stories and familiar domestic scenes. When building towers with large blocks adults help children count in English, German and French, compare sizes and use mathematical language to describe their constructions. Children are fully involved in contributing to the setting. They help make resources such as a height chart and decorate numerals for their number line. When children start to pour water from one container to the next adults use their game to introduce new words such as water and jug and then model a sentence to link the words. Children begin to form relationships with each other through sharing activities. They sit together at snack time in a calm and sociable manner and chat with each other about their families and their lives. In this way they learn about the different needs and lives of other people. Children are encouraged to share and enjoy the festivals of their friends' cultures, developing a joy and value of diversity.

Key persons nurture and support children's individual learning and development through careful planning based on observations of individual children. The staff team maintain an ongoing daily record of children's new interests and evaluations of activities children have enjoyed. Each key person is responsible for maintaining records and assessments of children's achievements. When children first attend pre-school their key person meets with parents to discuss their child's interests, learning and development to date. They also complete an 'All About Me' form which contributes to an initial assessment of children's learning needs. Parents and key persons review learning diaries regularly to celebrate children's progress in relation to their starting points and identify next steps in learning. Learning plans cover all areas of learning and target individual and small groups of children to meet their specific learning needs. As children progress they are encouraged to develop good self-care skills and make choices about their learning. The impressive range of resources is made easily accessible to children who select and adapt as they think fit. This helps children plan and make decisions about their own learning. Children are inquisitive and excited to explore and discover and they develop excellent skills to support their future learning. When children attend other settings their key persons are welcomed into the pre-school to observe their activities and social interactions. Key persons from

both settings work closely to provide a consistent learning and development and smooth transition when children must move on. The pre-school offers children a wonderfully exciting, stimulating and caring environment to begin their learning journey.

The contribution of the early years provision to the well-being of children

The staff team at the pre-school work extremely hard to help children settle. Key persons meet regularly with parents to discuss and to record each child's care learning and development needs. Key persons highly value close partnerships with parents and keep them informed of children's progress at all times. Parents contribute important information about children's achievements and experiences outside pre-school which helps key persons understand how best to promote learning and development. When children have specific learning and/or development needs staff are extremely skilled at accessing specialist services for advice and guidance. With their expert knowledge of children's cultural, linguistic and life experiences key persons are able to plan effectively to promote learning in all areas for each child. Children are encouraged to develop important life skills. They learn about how their bodies work when talking about the effects of exercise after energetic action games; such as 'heads, shoulders knees and toes', sung in both English and German. Children enjoy rigorous physical exercise in the large play room, and outside digging on the allotment and exploring the church gardens. They eagerly sit at the table at snack time to choose their favourite fruits and crunch on breadsticks. Staff are vigilant to ensure that any particular dietary needs are clearly noted and considered when planning the snack time menu. Children bring lunch boxes and enjoy sitting with staff and their friends while chatting about their mornings activities. However, at times staff do not encourage children to pour their own drinks to promote their self-help skills further. The diverse cultural backgrounds of children are shared when trying out foods and celebrating the festivals of others.

Children quickly learn the routines of the day and eagerly contribute to the setting. They have a very clear understanding of the expectations of the standards of behaviour expected. For example, they all know that when the tambourine sounds it's time to listen. Should key persons have concerns about children's behaviour they will discuss these sensitively and in confidence with parents to find support and agree solutions consistent with home routines. Staff recognise that consistency of care when helping children with difficulties is paramount. This means that sharing essential information and observations in an effective two-way flow of information helps staff provide best possible care at all times for children. Children are happy and lively and become enthusiastic learners well-prepared and supported to progress in their learning and are well prepared to move on to school or other settings.

The effectiveness of the leadership and management of the early years provision

The manager and her staff have an excellent understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. When

opening the pre-school the manager transferred highly qualified and experienced staff from a sister provision. Some parents chose to combine children's attendance at both settings, particularly to benefit from the bilingual provision. This means that many children settled very quickly and enjoyed consistency of ethos and care they had already experienced. All staff have a good knowledge and understanding of safeguarding and child protection issues. There are robust policies and procedures in place which follow the guidance of the Local Safeguarding Children Board. Staff are fully supported in their personal and professional development. The pre-school works closely with local and international students to provide excellent work experience. The recruitment procedure is rigorous in ensuring that staff, volunteers and students are well qualified and thoroughly checked to prove their suitability to work with children. The manager and her deputy provide ongoing informal supervision to support staff and identify their individual training needs and those of the pre-school. The manager is in the process of developing a system of group supervision to further enhance the quality of staff development. There is a highly effective system in place to make daily evaluations of the quality of all aspects of the provision to make sure that children enjoy best possible care, learning and development. The system of self-evaluation is shared with all staff and has resulted in several significant developments to enhance the provision to the benefit of all children.

Children benefit from the very effective partnerships built with parents and carers from other settings attended by children. For example, key persons from other settings are invited to visit and observe children and liaise with key persons at the pre-school. This means that all those involved develop a holistic view of children's achievements and can plan more effectively for their future learning. Through excellent partnerships, very well qualified staff and meticulous attention to the needs of each child, the pre-school is able to offer a dynamic and exciting environment where children thrive and make best possible progress.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY450322
Local authority	Bristol City
Inspection number	811434
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	34
Name of provider	Karon Tracey Nichol
Date of previous inspection	Not applicable
Telephone number	01179 774170

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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