

The Sunshine Centre

The Sunshine Centre, Edmunds Road, Banbury, Oxfordshire, OX16 0PJ

Inspection date	23/09/2013
Previous inspection date	31/05/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The centre is not providing adequate levels of supervision in the cloakroom/toilet area of the 'Tots-R-Us' room when parents and carers are dropping children off at the start of the session. As a result, there are brief periods when children have unsupervised contact with persons whose suitability has not been checked. This potentially puts children at risk of harm.
- There are some inconsistencies in how well staff understand the learning intentions of the activities on offer. As a result, not all staff make the best use of learning opportunities to promote children's development.

It has the following strengths

- Children are happy and settled throughout the centre and enjoy positive relationships with staff. There are some positive examples of teaching and learning which support children's progress, and centre staff work closely with outside agencies to provide support for individual children and their families.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and welfare routines across all age groups in the Children Centre Childcare. The inspector also observed activities and welfare routines in the morning session of the 'Tots-R-Us' facility.
- The inspector talked to staff and parents at appropriate times throughout the inspection.
- The inspector completed a joint observation of an outdoor activity with the Children's Centre Teacher.
- The inspector held meetings with senior staff at appropriate points in the inspection.
- The inspector sampled a range of documentation, including children's development profiles, the centre's self-evaluation form and evidence of the suitability of people working with children.

Inspector

Gill Little

Full Report

Information about the setting

The Sunshine Centre became a public limited company in 2007 and is managed by a board of directors. The children's centre serves the families of the local residential estates in the Bretch Hill area of Banbury, Oxfordshire. The centre is registered on the Early Years Register and there are currently 141 children on roll in the early years age range. It is also registered on both the compulsory and voluntary parts of the Childcare Register and currently cares for 37 older children. A variety of childcare is offered over two sites which includes two day nurseries, a creche and out-of-school care. All childcare takes place in purpose-built accommodation and there are outdoor play facilities. Within the children's centre, the 'Tots-R-Us' daycare is available each weekday during school term times. Sessions are from 8.45am to 11.45am for three to five year olds, and from 12.45pm to 3.45pm for two year olds. A 'Come and Play' session is available for two hours once a week for children aged three months to two years. A separate full daycare nursery (Children Centre Childcare), housed within the school, offers care for children from three months to 11 years all year. This nursery opens from 8am to 6pm each weekday.

A manager oversees the day-to-day running of the children's centre with support from a management team. The centre employs 36 staff; 27 work in the childcare settings, all of whom hold relevant early years qualifications. One member of staff holds Early Years Professional Status and Qualified Teacher Status. The centre supports children with special educational needs and/or disabilities, children learning English as an additional language and children from disadvantaged backgrounds. It is in receipt of funding for the provision of free early education for children ages two, three and four years .

A number of integrated services are on offer to families including: play and early learning activities, child care, health and wellbeing programmes, access to health professionals and parenting and family support.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that people whose suitability has not been checked do not have unsupervised contact with children being cared for, with particular reference to the 'Tots-R-Us' cloakroom area, when parents and carers are dropping children off at the start of the session
- ensure that all staff are able to support planned, purposeful play effectively and consistently through a greater understanding of the learning intentions of the activities on offer.

Inspection judgements

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

The centre provides some good quality activities and opportunities for children to make progress towards the early learning goals. However, there are some inconsistencies between staff in how well they understand the learning intentions of the activities available. In addition, a safeguarding issue identified during the inspection has the potential to impact negatively on children's learning and development.

Three and four-year-old children in the morning session of the 'Tots-R-Us' facility enjoy a suitable range of activities. They paint pictures and explore shaving foam and water play. They benefit from some focused activities, such as learning how to use new mathematical resources. They receive suitable support and encouragement to talk about numbers and colours, which promotes their mathematical understanding. Outdoors, children enjoy playing in a large sandpit filling buckets and trucks with sand. Staff ask some open questions to encourage children to think about the resources they might need. Other children develop their physical skills by exploring the slide and stepping stone logs with appropriate support from staff. However, staff do not always make the best use of learning opportunities to promote children's development as they are not always fully aware of the learning intentions for activities.

Children under the age of three in the Children Centre Childcare enjoy an interesting range of activities. They explore construction bricks with good support from staff, who show a clear understanding of the learning intentions of the activity. Since the last inspection, there has been a greater focus on developing children's mathematical understanding. Staff explain that they incorporate a lot more counting into everyday activities and this is having a positive impact on children who often count spontaneously. Outdoors, staff continue to promote children's learning well, such as introducing early counting and promoting physical skills as children scoop sand into containers. Staff play alongside children's creative play, communicating well and praising them readily to further extend their ideas. Children show a positive approach to learning and make some good progress in their communication skills. Staff explain how they support children who speak English as an additional language by learning keywords in their home languages.

Three and four-year-old children in the Children Centre Childcare enjoy outdoor play alongside Foundation Stage children in the adjacent school. They become engrossed using chalks on the playground to trace over numbers, which helps them develop hand control as well as their mathematical understanding. Staff support children well to extend their imaginative play as they pretend to make cakes with sand. They ask some open questions and use lots of interaction to encourage children to discuss their ideas. Staff show a clear awareness of the learning opportunities outdoors, such as supporting new children in the group to feel safe in the shared playground.

There are well-established procedures in place to support children with special educational needs and/or disabilities and other additional needs. Centre staff work closely with outside agencies to provide support for individual children and their families. The special

educational needs coordinator for the centre regularly monitors the development of such children to make sure that they are making progress. She ensures that all staff working with these children have the appropriate information about agreed strategies in order to support them in their play.

Staff across the centre maintain appropriate systems to observe and assess children's progress and to prepare them for their next stages of learning. They work closely with parents and carers to learn about children's preferences and interests when they first start at the centre. Clear procedures are in place to transfer information about children when they move into a new room and to help them settle with their new key person. Staff show a suitable understanding of their key children's next steps in learning and how they plan activities to reflect children's individual needs. Staff working with two-year-old children carry out appropriate progress checks to meet the related legal requirement. Staff keep parents well informed about their children's time in the centre and of their progress. They encourage parents to support their children's learning at home, such as through discussion and interactive displays.

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

The centre is not providing adequate levels of supervision in the cloakroom/toilet area of the 'Tots-R-Us' room when parents and carers are dropping children off at the start of the session. As parents and carers help their children to take off coats and hang them up, other children wander through to use the toilets or sinks but are not fully supervised by staff. The door from the main room into the cloakroom remains open and there are some windows at adult height, but staff are not vigilant enough to ensure children's safety. Staff sometimes walk away from the cloakroom leaving it unsupervised. This results in children having some unsupervised contact with persons whose suitability has not been checked and this potentially puts the children at risk of harm.

Children show that they enjoy their time in the centre. They have a positive approach to learning and show suitable levels of confidence and self-motivation. They have positive relationships in place with their key person, other staff and volunteers. Key persons show a suitable understanding of children's individual needs, such as using 'All about me' forms. Behaviour throughout the centre is generally good. Children play cooperatively with others, sharing resources and taking turns. Where disputes occur, such as during imaginative play, staff are quick to support children and explain expectations. Staff are proactive in planning activities to promote children's personal and social skills, including lots of small group work.

Children enjoy regular opportunities to play outdoors so that they can develop their physical skills routinely. They learn about the importance of good hygiene, particularly before eating. Staff working with two-year-old children provide good supervision and discussion. As a result, children wash and dry their hands carefully and understand why they do this. Children enjoy healthy meals and snacks, such as fruit and breadsticks. They learn some good skills for independence, such as using spoons for serving food and

handling small jugs when they pour their drinks.

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

The centre managers show a suitable understanding of their responsibilities to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage overall. This is because the majority of the legal requirements are being met to safeguard children's welfare and keep them safe. The managers are aware of the need for staff to supervise persons whose suitability has not been checked. They have taken some steps to improve safety in the cloakroom/toilet area in the 'Tots-R-Us' room. The managers explain that they have reduced the numbers of parents and carers using the area at any one time. They also explain that there is an expectation that staff supervise this area. However, this procedure is not sufficiently implemented as staff do not always provide sufficient levels of supervision. This potentially puts children at risk. As a result of the inspection findings, the provider is required to take further action. This is because the centre is not meeting all the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and the associated requirements of the Childcare Register. The centre managers confirm that this issue will be addressed immediately and demonstrate that they are able to make improvements.

The centre premises, both indoors and outside, are safe, suitable and secure. Safeguarding training is in place for all staff. They show a suitable awareness of possible symptoms of children at risk and how to respond to any concerns or disclosures. Centre staff work closely with outside agencies to support vulnerable children and families.

Robust procedures are in place to check the suitability of new staff, volunteers and students. This process includes obtaining appropriate background checks and providing clear induction procedures. There are good levels of qualified staff throughout the centre. There are clear processes in place to support the professional development of staff, such as appraisals and peer observations. Staff receive regular training and are able to pursue additional qualifications. Senior staff regularly monitor the quality of educational activities and they model good practice. However, there are some inconsistencies in how well staff promote children's learning.

The centre has well-established procedures to monitor children's progress. This includes the use of computer programmes to identify individual children or groups of children who are not making expected progress or areas of the curriculum requiring further attention. As a result, the centre has focused more effectively on promoting mathematics, which has a positive impact on children's development. Since the last inspection, the centre has also improved opportunities for children to work in small group activities to promote their communication and language skills further. Self-evaluation procedures are generally successful in identifying strengths and weaknesses, although staff have not sufficiently recognised the weaknesses regarding supervision issues. The centre clearly identifies further areas for development, such as replicating the strategies and equipment of local schools so that children are well prepared when they transfer to reception classes. Centre

staff work closely with local schools and outside agencies to provide support for individual children and their families. With parental consent, they provide children's development records to the next setting, such as to a school. They invite children's new teachers and carers to visit the centre so that they become familiar with children who are transferring. They work closely with parents to gain information about children's individual needs and to report on children's progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that persons who are not checked as suitable to work with children do not have unsupervised access to a child receiving childcare (compulsory part of the Childcare Register).
- ensure that persons who are not checked as suitable to work with children do not have unsupervised access to a child receiving childcare (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 action. 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	EY338625
Local authority	Oxfordshire
Inspection number	936503
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	160
Number of children on roll	178
Name of provider	The Sunshine Centre
Date of previous inspection	31/05/2012
Telephone number	01295 276769

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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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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