

Sunshine Pre-School

Church of the Epiphany, Merton Drive, Droylsden, MANCHESTER, M43 6BH

Inspection date	17/07/2014
Previous inspection date	09/09/2009

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

The quality and standards of the early years provision

This provision is good

- Children are safeguarded well as managers and practitioners in the pre-school have a secure understanding of the procedures to follow in the event of a safeguarding concern; as a result, children are well protected.
- Good partnerships with parents are in place. Information is regularly shared and parents' comments are welcomed by practitioners ensuring children receive a consistent approach to supporting them in their care.
- Practitioners skilfully question children and provide time for them to consider their responses, consequently, children are strongly focused and engaged in their activities.
- The manager has high aspirations, leads the pre-school effectively and strives for continuous improvement.

It is not yet outstanding because

- There is scope to extend opportunities to support two-year-old children in developing their independence skills and enable them to identify their own names on their belongings.
- There are fewer opportunities for children to explore and investigate objects, materials and living things outdoors in order to learn about the world around them.

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.

Inspection activities

- The inspector observed activities in the two play rooms.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plan.
- The inspector took account the views of parents and carers spoken to on the day.

Inspector

Alexandra Baxter

Full report

Information about the setting

Sunshine Pre-School was registered in 1980 and opened in its current premises in 2013. It is run by a voluntary committee. It operates from two main rooms within the Church of the Epiphany in the Droylsden area of Tameside. Children have access to a fully enclosed outdoor play area. There are currently 45 children on roll in the early years age range. The pre-school receives funding for the provision of free education for two-, three- and four-year-old children. It opens five days a week, from 8.30am until 2.30pm, during term time only. Children attend for a variety of sessions. The pre-school supports children who speak English as an additional language. There are seven members of staff, six of whom hold appropriate early years qualifications to at least level 3. One member of staff holds a degree in early years and has Early Years Professional Status. The pre-school receives support from the local authority. It is registered on the Early Years Register.

What the setting needs to do to improve further

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

- enhance opportunities to support two-year-old children to develop their independence skills
- extend the range of activities for children to explore and investigate objects, materials and living things outdoors.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage. Consequently, children are offered purposeful and developmentally appropriate activities to support them in their learning. There is a wide variety of educational programmes available to the children. However, there are fewer opportunities for children to explore and investigate objects, materials and living things outdoors to help them learn about the world around them. Children enjoy playing indoors and outdoors with the activities and resources available to them. They enjoy learning about bubbles and how they pop after a while and looking at the different sizes of bubbles that they can blow. During circle time, the children discuss about the weather and how it is going to be very hot. The practitioner tells them that they need to remind their mummies and daddies to put their sun cream on. This supports the children in understanding how to keep themselves safe and in learning about understanding the world around them. The practitioners discuss the visit from the inspector with the children. They inform the children that the inspector is there to check they are having a good time at the pre-school, enabling them to feel at ease with a stranger and understand why they are present.

Practitioners skilfully question the children during activities, enabling them to think critically. This good quality teaching provides children with vast opportunities to learn new things through the questions that practitioners pose to them. Practitioners provide effective support for children who speak English as an additional language by engaging in role-play activities which encourage them to use their home language. Children are able to use the computers independently and enjoy playing together. One child uses the mouse while the other child comments on where to click, showing their ability to play and learn cooperatively. As a result, children are learning the key skills to support their future learning. Children are offered opportunities to be independent. For example, they have name cards which they pick up when they arrive at the pre-school and place on their pegs to self-register. However, this is not catering for two-year-olds as they are unable to identify their name from the text, consequently, some opportunities are missed to maximise younger children's developing independence.

Key persons observe their key children and then devise activities to support them in their development. They make detailed assessments of children's abilities and ensure that they use these to support the next steps in their learning. Parents are informed of these assessments and the proposed next steps to their learning within regular 'VIP meetings' with their child's key person. These meetings ensure a joint approach to effectively supporting the development of children's emerging skills. Practitioners complete summaries of progress for children aged between two and three years. These are shared with parents, to support their future learning and development.

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

The pre-school is very welcoming and practitioners support the children well when they arrive for their day. They are quick to settle a child who is a little upset on arrival by showing him a book all about his favourite football team. This shows the strong emotional attachments made between the practitioners and children. Children are offered plenty of opportunities to play outdoors and have access to fresh air. They are able to be physically active during sports sessions and dance sessions. One of the main rooms in the pre-school is used for children to enjoy physical equipment, such as balancing beams and hoops. The children also develop their physical skills and manage their own risks on the outdoor slide and bikes, accessing them independently. Practitioners encourage the use of the bikes by drawing a road on the floor for the children to ride around. Children understand about the need to keep themselves safe, one child tells the inspector that he washes his hands before his snack so there are no germs, and other children say that germs make your tummies poorly. At snack times, children are offered healthy nutritious meals and the choice of water or milk. Children are encouraged to pour their own drinks and collect their own snack, this supports them in developing good independence skills. The children access the toilet area themselves, although, a practitioner is at hand to support them if needed and they then independently wash their own hands. This demonstrates their independence skills and that they are able to manage their own hygiene practices.

The pre-school supports new children by offering staggered settling-in sessions to help children become familiar with the new environment. Staff gather information from the

parents and carers and complete an 'All about me' sheet. This enables key people to understand the children's starting points for their learning. Children are happy and settled in their surroundings. Practitioners encourage the children to take turns and share with each other, consequently, they behave very well. They are told about sitting, looking, being quiet and listening during circle times, as a result, children learn how to behave in the pre-school. Each child is given a key person who tailors activities for them based on their interests and development needs. The children have formed close relationships with their key person and the other practitioners. Key persons liaise with the children's parents and carers to ensure that there is a coordinated approach to supporting them in their learning. The children independently access the challenging and interesting activities themselves. Although, they also confidently ask for support from the practitioners when needed, enabling them to learn new skills. Practitioners offer lots of praise and encouragement to the children, consequently, they are willing to continue to learn and have a go at difficult tasks.

The pre-school places a strong emphasis on supporting children in their transitions to school, they complete a transition report for the children which is shown to their parents and then sent on to their school. This supports the child's next carer to understand their abilities and interests in order to move them on in their learning. The children's new teachers are welcomed into the pre-school to see them in their current environment and to share information.

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

Managers and practitioners have a high level of awareness of procedures to follow in the event of a concern about a child. Information is displayed detailing who the pre-school safeguarding officer is and contact numbers are included for the local authority designated officer. As a result, children are well protected. Disclosure and Barring Service checks have been carried out for all practitioners. There are also recruitment and selection systems in place to effectively ensure that adults working with the children are suitable. Risk assessments are carried out in all areas that the children use, as well as for outings and visits. The pre-school is secure because entrances are kept locked and staff monitor children closely to ensure their safety. There are appropriate policies and procedures in place to promote children's safety and welfare. Therefore, the safeguarding and welfare requirements of the Early Years Foundation Stage are being met.

The manager has high aspirations and is fully committed to making improvements to develop the quality of the provision for the children. A number of priorities have been identified through self-evaluation. A range of systems are used to audit their practice, including quality assurance schemes delivered through the local authority. Consequently, children receive good quality of care. The manager carries out regular appraisals and supervisions with practitioners to monitor their performance and enhance their professional development. Managers utilise opportunities to update practitioner knowledge by enabling them to access regular training courses and offering opportunities to do further qualifications. The pre-school also benefits from a practitioner who has Early Years Professional Status. Educational programmes cover the seven areas of learning.

Practitioners evaluate their activities to ensure that they are effective in promoting learning outcomes to the children. As a result, children make good progress in their learning and are ready for the move to school when the time comes.

Strong partnerships with parents and carers contribute towards a coordinated approach to the children's learning and care. They are asked for their opinions and thoughts through meetings and questionnaires. There is a suggestion book in the reception area for them to make comments. They are given information on the Early Years Foundation Stage. This is done through leaflets when they start at the pre-school and information on display on the parent's notice board. As a result, parents are well informed and involved in their children's learning. Parents comment that they are very happy with the pre-school and speak highly about the practitioners that work with their child.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	312371
Local authority	Tameside
Inspection number	870680
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	45
Name of provider	Sunshine Pre-School (Droylsden) Committee
Date of previous inspection	09/09/2009
Telephone number	0161 612 0069 or 0161 292 7356

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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.

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