

# Sunnyside Community Pre-School

Inspection report for early years provision

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**Unique reference number** EY375707  
**Inspection date** 17/11/2008  
**Inspector** Felicity Gaff

**Setting address** Peredur Centre for the Arts, West Hoathly Road, EAST  
GRINSTEAD, West Sussex, RH19 4NF  
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**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**

Sunnyside Community Pre-school is an established community pre-school run by a parent committee. Since 2008 it has operated from two rooms in an arts centre on the outskirts of East Grinstead, West Sussex. Children have access to a fully enclosed outdoor play area. The pre-school is open during school term times on Mondays to Fridays from 09.30 to 12.00. There are additional sessions on Tuesday and Thursday from 13.00 to 15.30 pm during the summer term for children due to start school in September. There are currently 27 children attending who are all within the Early Years Foundation Stage (EYFS), some of whom receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities. Children are drawn from the surrounding urban and rural areas. There are seven members of staff, four of whom hold relevant early years qualifications. The setting receives support from the local authority.

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

Children flourish in the exceptionally well planned environment, where staff plan carefully focused activities to meet each child's individual needs. They engage in a very wide range of exciting first-hand experiences. Well organised leadership and management and strong partnerships with parents support excellent outcomes for all children. Staff continually strive to develop the already very high standard of care they offer.

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

To further improve the high quality early years provision the registered person should consider:

- ensure that confidential records of accidents and medication are only accessible to those who have a right or professional need to see them

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

Children's welfare, learning and development are very well supported by the highly effective leadership and management team. The chairperson fully understands her role and incoming committee members have access to a continuity file to inform them of their responsibilities. Most day-to-day organisation is delegated to the manager who works closely with staff and committee to ensure the regular review and development of all aspects of the provision. Consequently children enjoy a very safe environment which is carefully planned to provide rich learning opportunities inside and out. Activities are planned to attract all children and they are eager to use them. Staff attend regular training in child protection issues, giving them the knowledge they need to safeguard children from harm and abuse. There are rigorous procedures to ensure that children are cared for by suitably qualified and experienced staff. The setting has successfully completed a formal

quality assurance scheme in addition to its own systems for assessing its effectiveness and identifying areas for future development. The committee and staff find imaginative ways to create strong partnerships with parents as well as with other settings that children attend. They monitor how effective these are and adapt them in order to ensure as many parents as possible feel fully included. For example, the format of a parent questionnaire was adapted to make it more user-friendly and social events are organised in different venues. All the documentation required to support children's welfare is in place, although medication and accident records do not fully protect confidentiality.

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

Children make exceptional progress because staff have excellent systems to observe, assess, plan and review their learning. Assessment and planning systems are regularly reviewed to ensure they meet children's needs. Written observations clearly identify what children know and understand and are used systematically to plan for the next steps in their learning. There are very good arrangements to support children with learning difficulties and/or disabilities or who are acquiring English as an additional language. Staff plan activities around children's interests and enthusiasms which mean they are eager to participate. Staff respond to children's developing interests imaginatively. For example, they cut willow wands from the willow den for children to plant in the growing area, extending their imaginative play. Very carefully selected computer programs interest and challenge children who concentrate intently on their work for extended periods of time. Staff use the beautiful environment very well to enhance children's learning. The well planned and resourced outdoor area promotes a wide range of purposeful activities. Staff adapt them well to meet the needs of all children. Children excitedly share interesting first-hand experiences, carefully turning over logs, for example, to find what is underneath. They proudly share their discoveries with interested adults and other children. They treat animals such as slugs carefully and gently, showing respect for the natural world and developing a sense of wonder. All aspects of the provision are carefully planned to provide a stimulating experience for the children and to enable them to thrive. Children develop self assurance and understand the consistent realistic expectations; the wide range of well-planned activities prevents them becoming frustrated. They are very responsive to the involved and caring staff and their behaviour is exemplary. Everyday routines such as snack time are used very well to encourage children to engage in conversation, express their own ideas and to learn about healthy food and good hygiene. Staff provide a wide range of foods such as peas in the pod, mangoes, olives and grapefruit to encourage children to develop adventurous tastes.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 registration.

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.