

# Sunnyside Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number** 221764  
**Inspection date** 25/09/2008  
**Inspector** Janet Robinson

**Setting address** Bar Lane, Stapleford, Cambridge, Cambridgeshire, CB22 5BJ  
**Telephone number** 01223 707817  
**Email** South Cambridgeshire  
**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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Sunnyside pre-school playgroup has been established since the 1970s. It operates from a self-contained classroom at Stapleford County Primary School in Stapleford, Cambridgeshire. The access to the classroom is stepped and not on the even level. The setting is a registered charity managed by a voluntary committee of parents. The setting is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open five days a week from 09:00 to 11:30 daily during school term times. There is an optional lunch club on some days. The setting offers two afternoon sessions, one for younger children and one for those children who are due to attend school. All children have access to the school playground for outside play.

There are currently 38 children aged between two and five years on roll. Children attend for a variety of sessions. The pre-school supports a small number of children with learning difficulties and/or disabilities. The pre-school employs seven staff. Three of these, including the play leader, hold appropriate early years qualifications. Two members of staff have just signed up to do an NVQ 2 qualification.

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

Sunnyside pre-school provides satisfactory provision for the children in its care and ensures that all children are included. The manager is consistent and conscientious in her efforts to improve the setting and provide a secure and safe environment for the children. Over a period of time she has worked to improve the liaison with parents and to help children develop their learning and personal skills so that they make satisfactory progress. Together with her team of staff she ensures that the children are settled and happy in their environment and able to benefit from their time in pre-school. The pre-school setting is caring and nurturing for the children and fosters warm relationships.

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

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

- develop the curriculum both to build independence for the children and to improve opportunities for learning both inside and outside
- use observations and assessments to identify the next steps in learning and ensure children are progressing in line with their capabilities.

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

When children come into the setting they are generally happy and at ease. A staff member will quickly move to reassure any child who is finding the separation from parent difficult. All required safeguarding policies are in place and the manager takes the welfare and safety of the children very seriously. Children are taught to keep themselves safe as, for example, when they go to the school playground or when washing their hands carefully before cooking.

Parents are supportive of the setting and say they have noticed improvements both in its organisation and in the information that is given to them. They are appreciative of this and the fact that their children are generally settled and happy to come to pre-school.

The setting has made satisfactory progress with the recommendations of the last inspection although the manager agrees there is still some way to go. The food and snacks are now healthier and parents are aware of the kind of snacks provided for the children. Hygiene has improved and children have their own utensils. The door is now securely locked and children are therefore safeguarded from intruders. As the provision continues to improve, management is aware of the need to be evaluative of its work and continue to seek the views of parents and carers.

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

Staff lay out activities for the children and often work with them as they cut out, play with cars or make models. The children enjoy cooking and this practical activity is promoting their love of learning and mathematical development. For example, some of the children making apple crumble with one of the leaders carefully counted each spoon of topping onto the apple base. The apples, picked by the children from the outside play area helps them to learn about food and where it comes from, as well as healthy eating. There is also a little garden which the children tend and this develops their knowledge and understanding of nature and how things grow. The importance given to cooking and gardening by the pre-school staff encourage children to learn skills which will prepare them for well for their future life and well-being.

Although staff are warm and caring with the children, many of them do not develop the children's learning sufficiently through, for example, the careful use of questioning or through challenging their thinking skills. In order to help children be more independent in their choice of activity some alterations to the storage and shelving have been made. However, the routines in the setting need to be still further developed so that children can increase in independence and follow their own interests. Planning is in place to increase the opportunities for inside and outside play in order to develop children's enjoyment and learning further.

Although there are some monitoring and assessment procedures in place, these are often insufficiently built on to ensure that children's learning is developed and taken to the next steps. Some children in the provision have good understanding and capabilities, which are not always developed by staff. The ongoing assessments do not feed sufficiently well into the next learning steps to ensure good progression takes place for all the children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

### Leadership and management

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

### Quality and standards

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

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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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 the last inspection.

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.