

Sunningdale Pre-School

Inspection report for early years provision

Unique reference number 108446
Inspection date 29/01/2009
Inspector Hazel Farrant

Setting address Sunningdale Parish Hall, Church Road, Sunningdale, Ascot,
Berkshire, SL5 0NJ

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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

Sunningdale Pre-school opened in 1969. The facility operates from a room within Sunningdale Parish Hall. It is situated in a residential area in Sunningdale, Berkshire. There is easy access to the property and a secure outside area is available. Eight staff work with the children and most staff hold a relevant childcare qualification. The pre-school is registered on the Early Years Register and cares for a maximum of 21 children and accepts children aged from 2 years and 10 months old. There are currently 49 children on roll attending, of which 41 children receive education funding. The setting supports children with learning difficulties and disabilities. The preschool is open each weekday during term time from 09.00 to 15.00 on Monday, Tuesday and Thursday. On Wednesday and Friday sessions are from 09.00 to 13.00. The group receives support from the local authority.

Overall effectiveness of the early years provision

There is a lovely atmosphere at the pre-school, with all staff working closely as a team and children actively engaged throughout the session. Staff have a clear knowledge of the Early Years Foundation Stage enabling children to make good progress. The adults caring for children recognise and value each child's uniqueness respecting them as individuals. Activities are tailored to children's abilities and current interests therefore providing an inclusive environment. There are effective systems in place to monitor the service provided ensuring continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- continue developing opportunities for children to become independent learners
- provide more opportunities for children's free-flow play from indoors to the outside area.

The leadership and management of the early years provision

The pre-school is well managed and all staff have a good understanding of their individual roles and responsibilities. The management are committed towards making improvements. For example, the recommendations made at the last inspection have been successfully addressed. The group have started to use the self-evaluation form to reflect on their practices and have introduced changes. These include ensuring children's current interests and requests for activities are included in the planning. Parents complete an annual questionnaire which is acknowledged and acted upon. Staff regularly attend training to update and refresh their knowledge and understanding. Staff have a clear understanding of safeguarding children and know what to do should they have a concern about a

child's welfare. The pre-school works in partnerships with local schools and other professionals such as speech therapists in order to meet individual needs. The pre-school is well resourced and children have some opportunities to self-select from a variety of resources. However, children have limited free access to craft materials to extend and develop their own play. Staff use effective teaching methods to engage children's natural interest. Children's learning is extended through providing a good balance of activities. Children are regularly observed and their next steps are identified clearly in the systems that are in place. All children have a key person who is responsible for undertaking observations, maintaining children's progress records, and sharing their achievements and progress with parents. Planning is clear and links to all six areas of learning. Comprehensive policies and written records are maintained, which fully support the welfare and learning and development of children.

The quality and standards of the early years provision

Children benefit from the well organised, stimulating and vibrant learning environment where they are confident and very happy. Each child has their own named coat peg and their art work is displayed around the room which gives them a sense of ownership and belonging. Children move freely and confidently and use safe and well-maintained equipment appropriate to their age and stage of development. Children have use of an enclosed outside play area. However, there are limited opportunities currently to allow children free-flow from indoors to the outside area to fully support children's preferred learning style. They learn about their local environment with local walks to woodland areas and nearby allotments. Children enjoy watching the changes taking place during the different seasons. They enjoy role play as they use the home corner which is currently set up as a Chinese take-away where they take turns in being customers and staff. Children listen to music and play a variety of instruments as they dance around with the dragon they have made to help celebrate the Chinese New Year. They keenly listen to stories, such as 'The Gruffalo', which are brought to life by staff who are confident and dynamic in their delivery of storytelling. Children have good opportunities for mark making, using a variety of resources such as shaving foam, many children confidently write their own names.

Children visit the snack bar during the session where they are able to choose from a variety of healthy options. Although children are offered drinks at regular intervals they have limited opportunities to access drinking water independently. Children show a firm understanding of good hygiene procedures and are well protected as all staff have attended paediatric first aid training. Children's dietary requirements are discussed and recorded to ensure all individual needs are met successfully. The children's safety is very important to the staff. An effective risk assessment identifies any areas for concern to be addressed to further protect children. The premises are kept secure and all visitors are monitored. Children are considerate and thoughtful in their play and confidently share their resources. Staff are good role models and model calm and polite behaviour. They give good support to children with learning difficulties and English as an additional language.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.