

Sunny-Ile Preschool Playgroup

Inspection report for early years provision

Unique reference number	142959
Inspection date	26/03/2009
Inspector	Denise Franklin
Setting address	Greenfylde School, Iminster, Somerset, TA19 0DS
Telephone number	01460 259732
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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

Sunny Ile Pre-school was registered in 1992 and operates from a large portacabin in the grounds of Green Fylde Primary school, close to the centre of the town of Ilminster. The children attending have the use of the main play room, with built-in toilet area and kitchen facilities, the school hall and the school playing fields. Links with the school are good. There is disabled access and facilities.

The setting is on the Early Years Register. A maximum of 24 children aged two to under five years may attend at any one time. There are currently 55 children on roll. The group is open daily from 09:00 to 11:45, and 12:45 to 15:30 term time only. Additional lunch club sessions from 11:45 - 12:45 are offered. The pre-school is in receipt of Government funding for three and four-year-old children. The group caters for children with learning difficulties and/or disabilities and those with English as an additional language.

There are six permanent and two relief staff who work with the children. All of whom hold level 3 childcare qualifications. The group is a member of the Early Years Childcare and Development Partnership and receives support from the childcare advisors.

Overall effectiveness of the early years provision

Satisfactory provision is offered by Sunny Ile Pre-school. Staff provide a bright, attractive, caring and safe environment and have effectively managed the move to a new building. Children with learning difficulties and/or disabilities are fully integrated because the setting works well with others to ensure the needs of the children are met. Partnership with parents is good. The setting has recently received good external support, which has helped staff to identify strengths and areas for improvement, so capacity for further improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure planning clearly identifies the learning intentions for each activity and is linked to the areas of learning in the Early Years Foundation Stage curriculum
- provide children with more opportunities to select their own resources so that there is a balance between adult-led activities and those chosen by the children
- use assessment more effectively to inform planning, identify the next step for each child and involve parents in their child's learning

To fully meet the specific requirements of the EYFS, the registered person must:

- update all policies and procedures, particularly
- 31/05/2009

ensuring that the child protection policy includes the procedures to be followed in the event of an allegation against a member of staff or volunteer and review them regularly (Documentation)

The leadership and management of the early years provision

The supervisor is effectively supported by a team of dedicated, hard working staff. They are fully committed to ensuring the children are safe and enjoy their time at the setting. Most of the recommendations relating to care have been addressed. Policies and procedures are under review but have not been finalised and are not available for staff and parents. These are not reviewed regularly enough to ensure they are relevant to the current needs of the setting and the children who attend. The child protection policy still does not contain procedures to be followed in the event of an allegation against a member of staff or volunteer. Safeguarding procedures are satisfactory and appropriately implemented.

The setting has recently started to receive good external support from an advisory teacher and this has been effective in identifying areas for development. There is satisfactory evidence that staff are working towards bringing about improvements. For example the layout of the setting has been improved to allow more movement around the room and staff are planning to reintroduce a café system for snack-time to enable children to choose their own snack and drink. Both the supervisor and Chair of committee have satisfactory knowledge of the strengths and areas for development but formal self-evaluation remains at a very early stage of development to ensure high quality provision.

Partnership with parents is good. Staff are approachable and parents are comfortable to share any concerns. Regular newsletters provide good information about events and activities available for their children. Meetings with parents are planned but opportunities for parents to contribute their children's progress records are limited because these are not readily available. Links with external agencies to support children with learning difficulties and/or disabilities are good, particularly for children who require support from a speech therapist.

The quality and standards of the early years provision

Children are provided with a wide range of interesting activities in an attractive learning environment. For example, children enjoy sorting, counting and weighing small objects, while others develop their cutting skills by cutting paper and making envelopes. They use the car map appropriately for imaginative play and are keen to use the small bricks and diggers. Adults provide satisfactory support by questioning and by modelling. For example an adult supported appropriately in the 'Animal Hospital' to help children take on various roles and develop their communication skills. Children enjoy these activities, move freely from one activity to the next, and achievement is satisfactory. The outside area is used well for physical development and opportunities for children to choose whether to be inside

or outdoors are good. They ride tricycles and enjoy a game of basketball and jumping from one hoop to the next. However, the outside area is underdeveloped because resources are limited and do not cover all the areas of learning.

Planning, overall, is very brief and is not linked to the six areas of learning in the Early Years Foundation Stage curriculum nor shows clearly the learning intentions for planned activities. There are few opportunities for children to make choices about their learning because they are not expected to take out the equipment. There is an in-balance between adult-directed and child led activities because adults initiate too many of the activities. Support with planning for staff has been identified but this is in its very early stages of development

Early Years Foundation Stage progress records are being introduced to track each child's progress, using the Development Matters from the Early Years Foundation Stage curriculum. However, they are not easily accessible and therefore not used effectively to inform planning. Consequently activities planned do not take into account the individual needs of the children. Staff make satisfactory observations and they keep samples of children's work and photographs to support their assessments but this is at the early stages of development.

Children understand what is expected of them because at the start of the day, led by one of their peers, they recite the main rules in the setting. As a result, children behave well, take turns, share and sit politely at tables when enjoying the healthy snacks provided for them by the adults. Snack time is being revised to enable children to choose when and what they would like to eat from a range of healthy snacks and to pour their own drinks of milk or water. Welfare requirements are appropriately met and children adopt healthy habits, such as good hygiene practice. They know the importance of healthy food and exercise. They put on their coats to go outside but have few other opportunities to develop their independence skills. The children make satisfactory progress and gain sufficient support from adults to prepare them for the future.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.