

# Sunny Corner Pre-School

Inspection report for early years provision

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**Unique reference number** 102876  
**Inspection date** 19/05/2009  
**Inspector** Mark Anderson

**Setting address** Chynoweth Lane, St Hilary, Penzance, Cornwall, TR20 9DR

**Telephone number** 01736 763931

**Email**

**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 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

Sunny Corner Pre-School and Childcare Centre is a committee-run group. It opened in 1991 and operates from purpose-built premises in the grounds of St Hilary Primary School. There is disabled access. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children may attend the setting at any one time. The setting is situated near Goldsithney in Cornwall. The provision is open each weekday from 08:00 until 17:30 for 51 weeks of the year. Education sessions are from 09:00 until 12:00 and 12:30 until 15:30 during term-time only. The setting does not open on bank holidays. All children share access to a secure enclosed play area. There are currently 75 children aged from two to eight years on roll. Of these, 56 children receive funding for nursery education. Children come from surrounding towns and villages. The setting currently supports a number of children with learning difficulties and/or disabilities. It has links with the early years provision in the primary school. The setting employs 15 staff, all of whom hold appropriate early years qualifications. The setting receives support from an advisory teacher from the Local Authority Family Services and Sure Start. It is a member of the Pre-school Learning Alliance and Marazion Children's Centre.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. It meets the needs of children exceptionally well. Parents feel very much involved with their children's care and development and hold the setting in high regard. All children, including those with learning difficulties and disabilities, are given excellent support and are provided with effective and varied learning opportunities and challenges. The setting works very effectively with a wide range of outside agencies and associated professionals and recommendations from the previous report have been effectively addressed. The pre-school is very well placed to continue to make further improvements.

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

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

- develop and extend the involvement parents have with their children's learning and further disseminate the underlying principles of the EYFS both in principle and in practice
- develop the monitoring and recording of the children's progress and specify more accurately the areas of individual development for each child

## The leadership and management of the early years provision

The leadership and management team are outstanding. The manager, committee and staff members make up a well-knit, experienced and highly effective team.

The committee provide excellent continuity, support and expertise whilst at the same time ensuring they fulfil their role as a 'critical friend'.

The children feel safe and settle in quickly. The management team have established highly effective routines, policies and procedures that ensure that no aspect of the safety and care of the children is left to chance. Collection procedures are robust and carefully monitored, ensuring that the children are handed over safely at the end of each session. All statutory documentation is in place and is regularly reviewed. All logs are kept up-to-date and the setting is extremely efficiently run, both in terms of its practice and paperwork. The staff are highly qualified and professional development is an important priority. All staff are keen to develop their professional skills and enthusiastically attend numerous courses and training events. This has a very positive effect on the quality of care and teaching. Every adult has completed Paediatric First Aid training.

The setting has established an effective relationship with the parents, who expressed a deep and genuine trust in the staff. As one parent put it, 'The only parents who moan are the ones who cannot get their children into Sunny Corner!' Communication with the parent body is generally good, although information about the underlying principles of the Early Years Foundation Stage have not been shared as effectively. However, at the end of each session waiting parents are given an extremely detailed verbal feedback regarding the children's activities. However, there is room to develop the formal monitoring and recording of the children's progress and to specify more accurately the areas of individual development for each child.

The self-evaluation process within the setting is robust, and leads to challenging and effective targets being set, which ensure that no sense of complacency exists. The staff members really know their children and their thorough planning focuses on the needs and interests of the individual child. Children with learning difficulties are well supported and the setting has established close and effective relationships with outside agencies and professionals, as well as the adjacent primary school to which the majority of children transfer. Transition into the Reception classes is greatly facilitated by the weekly visits by the setting's children up to the 'big school's' library. The setting's resources are varied and in good condition meeting the needs of the full age and ability range

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

All children who attend this provision are happy and clearly feel that they are valued and 'belong'. They have access to numerous interesting and well-prepared activities which cover all the required areas of learning. The behaviour of the children is excellent and they respond extremely positively to all members of staff. The rapport observed was almost tangible and the care and commitment of the adults ensured that every child was made to feel valued and special.

The exemplary balance that the setting achieves between child-led and adult-initiated learning was wonderfully illustrated in the morning session. For example, an imaginary castle game metamorphosed into a pirate ship whose crew were

more than willing to help tidy up at the end of their voyage. Afterwards children took part very enthusiastically in the morning 'Letters and Sounds' session led extremely capably by the pre-school staff.

The setting places a strong emphasis and focus on communication, language and literacy skills. The children are very considerate towards each other and the well-established daily routine combined with the prevailing calm and purposeful atmosphere ensures that the children learn and develop without realising it.

Although the setting's entrance passageway to the day room prevents 'freeflow' into the well-designed and equipped outside area, children spend a great deal of time outside developing their physical skills and coordination. The pre-school's regular access to the school's playing fields, woodland area and playground further enhances and extends their outdoor experiences in a safe, invigorating and spacious environment.

The planned activities provide a great deal of opportunity for creative development. Children were observed taking full advantage of the shape painting activity with great enthusiasm and enjoyment, even if much of the paint did not reach its intended 'target'!

The setting is willing to take on new initiatives and ideas. The recent introduction of the fruit 'snack café' has proved to be very popular. The children are taught about the importance of personal hygiene and healthy eating and their social skills are particularly well-developed.

The overall experience provided by this setting ensures that the children are extremely well prepared for the next stage of their learning journey.

## 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?	2
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

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## **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