

Sunflower Pre-School

Inspection report for early years provision

Unique reference number EY307484
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Inspector Marion Wallace

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Sunflower Pre-School has been operating since 1997 in various premises and was re-registered in the current premises in 2005. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The setting is managed by a committee of volunteers and it runs in a self-contained unit in Germander Park County School, which has disabled access. The setting has close links with the school and has the use of two rooms, a kitchenette and toilets and may use the school hall at appointed times. The setting serves the local area and a maximum of 30 children may attend at any one time. The setting is open five days a week during term times from 9:00am to 11:30am for two year olds, 9:00am to 12:00 noon for three to four year old children, 12:00 noon to 15:00pm for children aged three years and older, 12:30 to 15:00pm for children aged two years and older. All children share access to a secure enclosed outdoor area. There are currently 60 children aged from two years to under five years on roll; of these 50 children receive funding for nursery education. There are currently no children with special educational needs, and very few who speak English as an additional language. The setting employs seven staff, four of whom, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of the Sunflower Pre-School is good. Children achieve well and enjoy their time at the setting because it is a caring community that is well led and managed. Sunflower is a very inclusive setting and consequently, all children settle well, learn to consider the needs of others and behave well. Relationships are very positive; staff are enthusiastic and interact effectively with children and their parents and carers. The setting has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that all new staff receive appropriate training and that experienced staff attend courses regularly to keep up to date with current developments
- provide more opportunities for children to use computers to develop their skills in using the computer and to extend their learning
- further develop the use of assessment information and observation notes to inform planning and more closely match learning activities and the level of challenge to the needs of individual children

The effectiveness of leadership and management of the early years provision

The provider is experienced and she leads an enthusiastic team well. Most staff are suitably trained, but due to recent unexpected staff changes some are very new to their role and have not yet completed any training. The pre-school is well organised and runs smoothly, consequently children's learning and welfare are good. Safeguarding and child protection procedures are robust. All welfare requirements of the Early Years Foundation Stage are met. Regular planning ensures children experience a range of interesting activities that they obviously enjoy.

The provider has a very clear understanding of the strengths and weaknesses of the provision and drives improvement well. The provider monitors and evaluates the provision and ensures that any improvements are identified. Monitoring, assessment and recording on a daily basis are well developed, but this information is not always used to best effect to inform planning and to ensure a close match of activity to the needs of individual children. Documentation is good and any identified area of weakness is dealt with effectively.

The provider is committed to improving her knowledge base and that of her staff. There are good staff-to-child ratios and this contributes effectively to the quality of the care provided. The school works well with parents and support services to ensure children benefit from the best care. There are a good range of resources and these are well used. The school makes effective links with any extended services that are needed to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are good links with the local school. Children use the school hall once a week for an activity session and also visit for concerts. All required written policies and procedures are in place, regularly updated and well written. They are easily accessible and are shared with staff, parents and visitors. Staff have a good understanding of safety and take rigorous care of the children, ensuring that any risk is minimised. All children have individual records which provide an effective way for the school to communicate with parents and the local primary school.

The quality and standards of the early years provision and outcomes for children

Children are cared for well because adults have a good understanding of how to create a safe and welcoming environment in which risk is minimised and children learn to take care of themselves. As a result, all welfare requirements of the Early Years Foundation Stage are met. Children are guided to use equipment and resources safely and staff ensure that any risk is minimised. Children enjoy their time at the setting, for example, when playing with a large rope, because adults seize every opportunity to encourage good levels of cooperation. This was seen as the older children carried the rope, carefully avoiding the tall wooden block tower that the younger children had built. During this activity, children showed good levels of responsibility and awareness of safety for their age because adults had

rigorously observed and commented on the manoeuvre. Children enthusiastically jumped over the rope as other children holding the ends made snake like movements.

Children make good progress in all areas of learning and development because they enjoy the well planned activities. Warm relationships with adults and good links with parents enable children to settle easily into the pre-school routines and to feel safe and secure. Adults ensure that there is an appropriate balance between children making purposeful choices about their activities and being directed and guided. Children were guided to create their own toothpaste tube and enjoyed sticking and placing the coloured paper to show the colour of the toothpaste. The children develop their counting skills and number recognition well because adults challenge them. This was seen, for example, as they all clapped 27 times representing the number of children present. The right level of challenge however, is not always consistent for all children in all areas of learning, for example, there were missed opportunities to challenge children in using the computer as the computers were not switched on.

Children learn to eat healthily because they are encouraged to select a range of fruit snacks. They enjoy the climbing, sliding and riding opportunities offered during the outdoor play, but opportunities for using movement to accompany singing rhymes are sometimes missed. Children gain good knowledge of their local community through visits to the local school. They develop good awareness of the wider world through celebrating festivals. Behaviour is good because expectations are very clear and routines are well established. Children learn well how take responsibility by placing their own name onto the activity board and by tidying up at the end of learning sessions. Children work well together and develop good team skills, for example, by pushing a car up a hill. Younger two year olds cooperate well to build a long wall around the playground. All staff support the children's learning well and, as a result, children are keen to talk to their friends, engage in imaginative play such as the hair salon and the supermarket and express their ideas through painting, drawing and collage work. Their pictures are valued and displayed attractively. As a result, children make good gains developing their relationships with each other and with adults and make good progress developing skills and knowledge for later life.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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