

Sunnyside Pre-School Playgroup

Inspection report for early years provision

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Inspection date	26/11/2009
Inspector	Fiona Robinson
Setting address	Sunnyside Primary School, Reynard Way, Northampton, Northamptonshire, NN2 8QS
Telephone number	01604 820 082
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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

Sunnyside Pre-school Playgroup opened in 1988. It operates from a portakabin within the grounds of Sunnyside Primary School and serves the local community in Kingsthorpe, Northampton. There is ramped disability access to the building. It is registered to care for a maximum of 26 children from two to under five years old.

There are currently 50 children from two years to under five years on the register. This includes 22 funded four year olds. The playgroup is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Children attend for a variety of sessions. The group opens for five days a week, during school term times. Sessions are from 09.00am to 12.00pm and 13.00pm until 15.25pm. Seven part-time staff work with the children. Five have early years qualifications and the others are on a training programme. The playgroup receives support from a local authority advisory teacher and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision was judged to be good, because children are very well cared for in a safe and inclusive environment. Children enjoy the activities provided and behave well. Excellent partnerships with parents and effective liaison with the school help to ensure all children are sensitively included in well-planned activities. The Manager and staff accurately identify strengths and areas for improvement. They demonstrate good commitment to continuous improvement in the future.

What steps need to be taken to improve provision further?

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

- develop the outdoor area of learning and its resources
- develop the children's communication, language and literacy skills.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding issues. Risk assessments are carried out regularly to keep children safe in all activities. Staff are deployed effectively to ensure children are fully supervised at all times. They encourage safe levels of independence but remain very vigilant. Comprehensive policies and procedures are fully implemented and there are robust collection procedures in place. Fire drills are practised regularly and daily safety checks ensure the

environment is safe for children's play.

Partnerships with parents are excellent. The staff regularly share the children's achievements booklet 'All About Me' with them. They are kept very well informed of their children's achievement and progress. They say that staff are friendly and caring and keep them well informed of special events through discussion and newsletters. The pre-school has very good links with the host school and shares information effectively with them.

The setting is well led and managed. Staff have a clear idea of strengths and areas for development. They regularly attend staff meetings and training. Regular appraisal of staff is carried out and they demonstrate a good capacity to improve in the future through strong teamwork and planning. There are good self-evaluation systems in place. Manager and staff promote equality and diversity in the pre-school. They are experienced at caring for children with special educational needs and/or disabilities. Children are fully integrated and play sensibly in the well organised environment. A wide range of resources are used effectively to meet the needs of the children. Staff regularly monitor activities and recognise the need to develop children's communication, language and literacy skills. Good progress has been made since the previous inspection in developing an exciting new setting for the pre-school. The outdoor environment is used for free-flow play activities, however the layout and resources need to be reorganised.

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

Children are cared for in a welcoming and inclusive environment. A very effective key person system ensures that children experience continuity of care. Children enjoy learning through play and practical activities. Staff regularly evaluate the work of the children and ensure that they can make independent choices.

Children are well behaved because adults are excellent role models and expectations are high. Children's health is promoted well through physical exercise and healthy eating. They freely access drinks and are encouraged to make healthy choices. They enjoy eating fruit and develop a good knowledge of keeping safe as they make their own soup. Children enjoy exploring apparatus outdoors and riding their pedalled vehicles. Support for children with special educational needs and/or disabilities is good, because staff encourage the children to join in the activities and share their resources. They benefit from having clear rules and boundaries as they role play in the Home Corner. They have great fun using resources.

Children become absorbed as they make play dough and roll it out and make cakes. They listen well to stories such as 'The Tiger Who Came to Tea' and enjoy painting and printing colourful patterns. Their personal, social and emotional development is promoted well. They are keen to practise their counting through singing songs such as 'Five Currant Buns'. Most can count up to five and beyond. They use their imaginations well as they pretend they are 'Bob the Builder' and enjoy hammering nails and using their drills and saws. They enjoy writing and posting letters home. Children's communication, language and literacy skills are

low and require constant development. Festivals such as Diwali, Christmas and the Chinese New Year provide children with valuable opportunities to taste food and learn about other cultures. They enjoy fundraising activities and benefit from talks from the fireman and policeman about keeping safe. Overall, children are well prepared for the next stage in learning.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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