

Sunnymede Pre-School

Inspection report for early years provision

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Inspector Lisa Paisley

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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*.

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Description of the setting

Sunnymede Pre-School Limited opened in 1982 and re-registered to a limited company in 2009. The setting operates from within the grounds of the Sunnymede Infants school. It is situated within walking distance of schools and shops in Billericay, Essex. All children share access to a secure outdoor play area. A maximum of 52 children may attend the pre-school at any one time. The group is open for seven sessions a week, from 9am to 12noon Monday to Friday, with extended sessions on Mondays and Thursdays from 9am to 3.15pm.

There are currently 71 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, some on full days. The pre-school serves the local community and wider areas. The setting supports a small number of children whom have special educational needs and also English as an additional language.

This provision is registered by Ofsted on the Early Years Register.

The pre-school employs 13 staff and nine of the staff, including the managers, hold appropriate early years qualifications, of whom two staff members are currently completing their Foundation Degree training in early years. There are three staff members currently working towards a recognised early years qualification. The setting receives support from both the local authority and the Pre School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress in all areas of their development as staff have very good knowledge of the Early Years Foundation Stage, how children learn and early childhood development. There is a strong emphasis on promoting children's independence, personal and emotional well-being. The provision for purposeful play and learning opportunities is exceptionally well organised through effective deployment of resources. Outstanding aspects of the provision are, children feel safe, equality and diversity, safeguarding, partnership work with parents and positive contribution. Self-evaluation systems are beginning to be implemented.

What steps need to be taken to improve provision further?

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

- continue to develop formal self-evaluation systems, to ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

All the documentation that is required is in place, it's effectively organised, maintained and regularly updated to ensure that the provision continues to meet the welfare requirements of the Early Years Foundation Stage. Staff have an excellent understanding of child protection procedures. The designated staff member has attended recent training and has experience, knowledge and understanding of procedures to follow in the event of a concern. Parents are informed of the setting's role in safeguarding children, further supporting children's welfare. All areas of the pre-school are thoroughly risked assessed, both indoors and outside, to ensure any risks to children are minimised and are safe at all times. This includes the security into the pre-school, fire evacuation procedures and the suitability of resources and play equipment. Any outings that are organised are risk assessed beforehand by the manager, all written parental consents are obtained and clear procedures are followed to ensure children's safety.

Equality and diversity is exceptionally well promoted, as the setting clearly understands inclusion and valuing diversity. The pre-school is successfully well-organised to ensure that it's warm and welcoming and adaptations are made to any routines or resources to support children's individual needs. The manager, supervisors and all the staff team work extremely hard and are committed to improving the overall effectiveness of the pre-school. There is a strong focus on staffs' continued professional development, as a number of staff are extending their early years qualification and there is a commitment to regular in-house training. The manager ensures all staff are extensively supported in their role, through regular appraisals, team meetings and daily interactions with the staff. Consequently, all staff have a clear understanding of their role and responsibilities and are effective in meeting children's needs. Self-evaluation systems are in place; however, this is not yet fully embedded to promote continuous improvement.

Partnerships with parents are outstanding, as staff endeavour to establish excellent working relationships with parents. All children and families are valued and appreciated by staff. Parents well informed about their children's achievements, progress and well-being. Excellent systems are in place for the successful exchange of information on arrival and collection. Regular newsletters, posters and parent notice board further inform parents of events and celebrations. Systems are in place to enable parents to view their child's individual development profiles. Complementary verbal comments from parents include, children being happy and settled; the structure of activities and routines supports children and helps both their confidence and learning and staff take time to get to know children's individual needs. Good systems have been established when working with other agencies, to ensure continuity of care and effective transition arrangements for children.

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

Staff have very good knowledge of the Early Years Foundation Stage and successfully reflect the themes and principles of the framework in their practice. Children make good progress towards the early learning goals given their capabilities and starting points. The provision takes account of individual children's interests and abilities and provides a good balance of child-led and adult-initiated activities. Where necessary staff modify or provide additional materials so that all children can participate at their own level. Children settle quickly into activities and their imaginations are captured and sustained as staff successfully organise the play and learning environment; consequently, children are active learners and participators within the provision. Children show a good level curiosity in their learning as they enjoying trying out new activities and play experiences, many children plunge into a good range of malleable and sensory experiences, and this includes sand, soil, painting and art activities, with a good range of supporting resources, encouraging children's imaginations and self-expression.

Planning and assessment arrangements are in place, this includes long, medium and short term planning, based on children's individual interests and developmental needs. Regular and systematic observations are undertaken by the staff and this information is recorded on individual development profiles, which in turn informs future activity plans. Consequently, the staff have successfully developed a cyclical process in their planning, observation and assessment arrangements. Activity plans ensure that a good, broad and balanced range of activities across the six areas of learning are consistently covered at all times. There are afternoon sessions for the older children who undertake more in-depth work and are given more responsibility to help them with the transition into school. Children benefit because the staff make very good use of all areas of the premises, resources, play equipment and all areas of play are attractively laid out for children. Resources are of a very high quality and the provision is very well resourced, ensuring that children have a continuous range of play experiences and opportunities. Effective systems are in place to supporting children with additional requirements, this includes a designated and trained Special Educational Needs Co-ordinator (SENCO), Individual Educational Plans are implemented and regular meetings with parents and other professionals take place.

Children's behaviour is very good, as staff successfully create an environment that values positive behaviour; consequently, they behave well and understand what constitutes right and wrong. Children strive to do their best and to be friendly and care for others, positive peer friendships are established as children hold hands, show concern for one another and actively help each other. The staff have a positive, consistent approach, they take into account each child's level of understanding, have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times. All staff interactions with children are consistently thoughtful and explanations are used at every occasion, staff listen to children and they value their contributions. There are lots of opportunities for children to develop good communication skills, the designated book corners are warm and inviting, where children enjoy listening to stories with

their friends and with the staff. There is an extensive range of good quality books, which offer both instruction and delight for children. There are good opportunities for children to develop an understanding of problem solving through daily activities such as counting, matching and comparing play figures. The outdoor environment provides an exciting play area for children where they can play either vigorously on the range of toys or explore the natural world. Regular outings are undertaken, for example, to the local woods and visitors are invited into the pre-school to talk about their role, such as the fire safety officer. Festivals and traditional events are celebrated with the children, further developing children's understanding of the wider world.

Children thrive because conscientious attention is given to health and hygiene routines. They have daily access to outdoor play, where they are able to be active and explore the environment. Healthy snacks are offered to the children and they have access to fresh drinking water during the session, ensuring that they remain hydrated. Good systems are in place for supporting children with dietary needs, this includes additional training and individual healthcare plans. Staff regularly remind children to wash their hands when needed and all children know why they have to wash their hands. Nappy changing is hygienically and sensitively undertaken in an area well away from the space used for play or eating and staff ensure that privacy is maintained. Children know how to keep themselves safe as they move around the physical environment safely and use resources appropriately. Staff consistently explain and remind children why they have to be safe. Consequently, children develop a very good understanding of their own personal safety and they are safe and secure.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	2
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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