

Sunflower Playgroup

Inspection report for early years provision

Unique reference number	106380
Inspection date	20/04/2010
Inspector	Judith Harris
Setting address	Yeo Valley CP School, Derby Road, Barnstaple, Devon, EX32 7HB
Telephone number	(01271) 327377
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 running since 1974 and was registered in 1992. The pre-school is run by a committee of parents and managed by the play-leader. It is based within the grounds of Yeo Valley County Primary School, in the centre of Barnstaple in its own purpose built building. Children have use of one large room with toilets adjacent and a large garden area that links to the school's foundation stage garden.

A maximum of 20 children may attend at any one time and there are currently 44 children attending who are within the early years age range. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open from 9am until 3.00pm daily with sessions available from 9:00am-12:00pm, 9:00am-1:00pm and 1:00pm-3:00pm. It is open on all weekdays during term-time. There are currently five members of staff including the manager and all staff hold appropriate early years qualifications. The play-leader holds the Early Years Professional Status and all other members of staff hold level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Through the use of a good range of observations and assessments, the pre-school staff are able to build a secure knowledge of each child's unique learning and welfare needs. Children's safety and safeguarding are consistently supported through well organised systems and documentation. The positive relationships that the pre-school is beginning to build with parents and other providers ensure children are able to feel settled and secure in the pre-school. The staff are a highly motivated and committed team who make positive use of good systems of reflective practice to drive the continuous improvement of the pre-school.

What steps need to be taken to improve provision further?

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

- further promote respect and positive attitudes to diversity by encouraging children to talk with each other about similarities and differences, using props and stories about children who are both like them and different from them and develop aspects of planned activities that encourage children to learn to value people from different cultures and those with different abilities
- further develop the system for gathering information about children's learning at home and at any other setting attended.

The effectiveness of leadership and management of the early years provision

The pre-school is very effectively led and managed through the positive working relationship the play-leader has with the parent committee. The play-leader works closely with the committee and the enthusiastic staff team to provide children with a secure, comfortable and stimulating environment. Good systems are in place and successfully support and maintain children's safety and security in all areas of the pre-school. All staff are appropriately checked and vetted and the pre-school has clear systems in place for checking the ongoing suitability of all staff and volunteers. The play-leader has developed comprehensive safeguarding children procedures that are in line with Local Safeguarding Children Board guidelines. An extensive range of risk assessments are carried out for all areas, including the outdoor area, which effectively support children's safety. The emergency evacuation plans are in place and regularly practised with the children. The staff team use good systems to ensure that arrival and collection of all children is closely monitored and recorded.

At regular weekly team meetings the play-leader and staff team make positive use of reflective practice to evaluate the activities and experiences they have provided through the week. Key-workers use this time to discuss planning for children's individual needs for the week ahead. They use this system together with systems of self-evaluation and feedback from parents to successfully ensure that they accurately identify all their strengths and weaknesses. The information gained through these monitoring systems is used to support and drive continuous improvement. The play-leader is consummately well qualified and leads a team of qualified and experienced staff who are self-motivated with high levels of commitment. The play-leader uses effective and efficient deployment of all resources including the staff and volunteers. This allows the team to successfully and effectively meet children's needs through well planned and flexible daily routines that provide children with high levels of independence.

The pre-school is beginning to successfully engage with parents and other professionals involved in meeting the children's needs. New parents are provided with a welcome pack and the settling-in period uses the key-worker system to support children to feel secure in the pre-school setting. The play-leader is further developing the systems used for gathering information about children's learning at home and in other settings. Regular sessions are organised to formally share children's learning journey records with parents and allow time for parents to discuss children's learning and development with key-workers. However, individual records are available for parents to review at anytime. The pre-school's development of records and use of observations and assessments clearly enable the staff to effectively support children's diverse learning and welfare needs.

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

Children are exceptionally happy, confident and secure in the pre-school's calm and relaxed environment. The warm, caring relationships children have with staff ensure they are nurtured and supported to feel secure. The flexible daily routine provides children with an abundance of free play which allows them time and space to explore, experiment and discover. Children are actively and enthusiastically supported by the staff through animated interaction that makes best use of all planned and naturally occurring situations to extend children's learning. In the garden, children look at a snail; they sit with an adult talking about the snail and waiting for it to come out of its shell. The children talk about slugs and with the adult's help; they identify how snails are different from slugs. At the start of the session children come in and have activities while they settle. They take part in a short whole group session where children are supported to accurately identify the letters and numbers and to count together. They count with confidence how many children are present, how many boys and girls and then how many children altogether. The pre-school room and garden are set up to provide areas for different types of play. These include role play and creative art and craft play as well as tables for children's own choice of activity. To support children's individual choice, all toys, equipment and resources are stored so as to be readily and safely accessible. Children choose a matching game with shapes; the children name the shapes and match them accurately. At the art and craft section children choose what resources they want to use and can be purely creative; using circle shapes and drawing, children make caterpillars. There is a display of children's work, showing that they have made still life drawings of daffodils. For snack time, children choose their names to put on the board; all children can successfully recognise their names. Children are encouraged to write their own names on their work and on the white board, if they are able to, for a turn on the computer. Children are beginning to gain an understanding of different cultures and beliefs and a positive view of people with learning difficulties and disabilities. However, examples of diversity are not currently implicit in all activities provided.

The pre-school uses a versatile range of observations and assessments to accurately record and support each child's unique learning journey. Parents are asked to complete a 'building a picture' sheet to provide information about their child's personality, interests and likes and dislikes. At the beginning of each term, the staff use systems to assess children's learning again before any planning begins; this allows the key-workers to plan for individual children's needs. Children's learning journey books are continually available for parents. They contain photographs of children at a wide range of activities with observation sheets of specific activities and experiences. The observations detail the focus and clear and accurate links to the early learning goals, with information about what planning is needed for children's individual next steps. Each child's book includes examples of children's own work with drawings and samples of children's cutting skills and photos of the constructions children have made. Children's progress is further charted using the age-appropriate sections of the Early Years Foundation Stage. This allows key-workers to accurately identify children's achievements and any areas that need support. The whole staff team has exceptionally and

enthusiastically embraced the Early Years Foundation Stage and developed systems that ensure children feel secure to travel along their unique learning journeys.

Children are carefully supported to learn good hygiene skills through the use of clear hygiene routines. Children can help themselves to water at any time and they have a café style snack with healthy choices including fruit. To encourage children to develop healthy eating habits, they are planting and growing vegetables in the garden which they will pick and eat. Detailed information about any special dietary restrictions is collected at admission to ensure children's individual dietary needs are met. Pre-school staff have a clear understanding of the importance of the use of positive strategies to support children's behaviour. Children are actively encouraged to organise taking turns and sharing for themselves. At the computer, children play with a time limit so that they can be encouraged to take turns. Children are very well supported by adults who clearly know them well and are able to step in instantly to prevent them from becoming upset or frustrated. A group of children play co-operatively to complete a puzzle and have sticker rewards for working well together. The positive behaviour management system supports children to develop good skills for self-control.

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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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