



Sunningdale Pre-School

Inspection report for early years provision

Unique Reference Number	108446
Inspection date	10 February 2006
Inspector	Sandra Laura Bates
Setting Address	Sunningdale Parish Hall, Church Road, Sunningdale, Ascot, Berkshire, SL5 0NJ
Telephone number	01344 623331
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Registered person	Sunningdale Pre-school
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunningdale Pre-School opened in 1969. The facility operates from Sunningdale Village Hall.

The building is situated in the centre of the village, adjacent to the local primary school, and provides a playroom, access to a kitchen, toilets, an enclosed outdoor play area and large hall which can be used when the weather precludes use of the outdoor facilities. The pre-school serves the local and wider community. They are

registered to provide 21 places for children aged between 3 and 5 years old. There are currently 38 children on roll. This includes 32 funded children. None of the children currently attending have special needs or speak English as an additional language.

Sunningdale Pre-School opens five days a week in school term times only between the hours of 09:00 to 12:00 Monday, Wednesday and Friday, and 09:00 to 11:30 Tuesday and Thursday, and afternoon sessions from 12:30 to 15:00 on Tuesdays and Thursdays.

Seven members of staff work with the children, usually five at each session. Five of those staff hold a qualification in Early Years. One member of staff is currently attending training. The setting receives support from a local authority teacher/mentor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children spend their time in very clean and well organised environment. Staff ensure that all the areas used by children are maintained in a hygienic manner. Children learn good personal hygiene practices and can manage their own needs independently. They wash and dry their hands carefully after using the toilet and before eating snacks or handling cooking ingredients. They understand the reasons why this is important, for instance they talk about how there might be germs on their hands that could give them a 'poorly tummy'. They spontaneously contribute information about tooth brushing during an activity linked to the letter of the week, T, talking about tooth paste and the need to brush twice a day.

Staff maintain effective records and resources for the administration of first aid and any medication needs. All staff hold a current first aid qualification ensuring that they can give appropriate care in the event of an accident. There are appropriate procedures for the care of sick children which are understood by parents.

Children enjoy a selection of simple snacks which include healthy options such as fresh fruit. They appreciate the social aspect of this shared time. Staff sometimes miss opportunities to involve children in the preparation of the snacks, however, children have regular opportunities to participate in cooking and food preparation activities such as weighing and mixing ingredients to make biscuits together or creating various shaped sandwiches.

Children play energetically in the garden using equipment to balance, bounce and roll with good co-ordination. They run about with a good awareness of the space, using control and carefully avoiding collisions. Children handle tools with very good control. They cut carefully with scissors and use pencils to trace and print their names with a high level of accuracy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a very warm and welcoming setting. Staff create a bright and attractive environment for the children using well set out activity areas and a soft furnished corner for quieter pursuits. Children's art work is used to decorate the room creating a colourful background. Children can move around easily and safely access necessary facilities such as the toilets and coat pegs. Children benefit from being able to access a securely enclosed garden for energetic outdoor play, or a separate large hall if the weather is inclement.

Staff maintain a high level of security and supervision. Ratios of adults to children are regularly above the regulatory numbers. Children and adults enter the premises via doors which are alarmed to prevent unexpected access, and any visitors are recorded as present. Fire safety precautions are in place and children regularly practice emergency evacuation drills. Daily risk assessments ensure that children play in a safe and appropriately resourced environment. Children show a good understanding of their personal safety. They know why it is important not to run indoors, for instance, and how to move carefully when carrying items such as their drinks. They follow staff's suggestions when balancing or bouncing, telling one another to 'hold on' when using the mini-trampoline.

Play materials and equipment are well maintained. Staff ensure that all items are clean and regularly checked to ensure their safety. Children access the activities and materials set out freely and independently, however, alternative resources are not always displayed in such a way as to attract children's attention. Children find the range of activities interesting and absorbing. Staff plan carefully to ensure that all children's skills are promoted.

Children's welfare is promoted through the staff's clear understanding of child protection issues. They have a secure knowledge of the signs and symptoms of abuse and the steps to take if they had concerns about a child. Information from up to date child protection training is cascaded to all staff, and the setting is committed to providing such up dates regularly.

Helping children achieve well and enjoy what they do

The provision is good.

Children really enjoy their time in the group. A sociable, busy and happy atmosphere prevails at all times. Children separate from their carers with ease and come confidently and expectantly into the group. They communicate articulately with their peers, staff members and any other adults present. For instance they approach the inspector to ask her name and strike up conversations about why she is there. They take the initiative, offering to help one another and staff to prepare activities for instance. Children perform routine daily tasks independently, such as finding their name cards and pegging them onto their own pot into which they place items from home or those created during the session. Staff are aware of individual children's strengths and where they need more support. They plan activities to take children's learning forward, but occasionally miss opportunities to extend children's thinking. Children make suggestions about the range of activities. They experience fulfilling

and challenging sessions. More able children are encouraged to share their knowledge or expertise with their peers, for instance when a child talks about the countries and climates indicated on a world map to his enquiring and interested fellow. Children generally get a great deal from their play. During a cooking activity for instance, they talk about recipes, where the ingredients come from, their smells and textures. They use language such as more, less, heavier and lighter. They participate enthusiastically and with imagination.

Nursery Education

The quality of teaching and learning is good. Children make good progress in all areas of learning. Staff plan effectively to ensure that all children are stimulated and challenged appropriately according to their individual needs and stage of development. They have a clear understanding of the Early Learning Goals and use these to guide their planning and assessments. Staff communicate clearly with the children, and with one another, ensuring that they understand and gain from any given activity. Children are generally very able and responsive. They are keen to learn new things and to try new experiences.

Children have a good understanding of a range of mathematical concepts. They identify simple shapes such as circles, squares, triangles and rectangles, and complete quite complex shape puzzles. They talk about big, medium and small, more or less, and pairs. They judge weights and measures using simple visual scales. Most children count confidently to 10 and many count to 20 and beyond. They show pride in their competency and offer to count items or individuals in group activities. Children use play money in the role play area and count 'change' into a peer's hand. They recognise single and double numbers in a Bingo game.

Children's personal, social and emotional development is well promoted. Children are motivated and eager to learn. They participate enthusiastically and contribute their own ideas to group discussions. Children are sociable and welcoming. They greet visitors spontaneously, linking discussions about names with those of family members. They relate experiences at the setting, such as the 'vets' role play, to their home situations. Children develop an understanding of the wider world as they participate in community activities and explore the festivals and traditions of other cultures. Children show concern for one another, for instance a child says that her friend is poorly and that this makes her feel sad. They offer to help one another solve problems or share expertise. They understand the need for sharing and taking turns. They behave well and respond promptly to staff's wishes. Children manage their own personal hygiene needs efficiently and they understand the reasons for appropriate self care. They show pride in their achievements.

Children's communication skills, language and literacy are good. They enjoy books and recognise familiar words. They listen with interest at story time and anticipate rhyming words. Children show good pencil control. They trace competently and draw within templates with great accuracy. Many children write their own names legibly. They make good use of the mark making materials in activity areas for instance as they 'make appointments' at the 'vets' role play. Children are articulate and express themselves very well. They contribute animatedly to discussions about the letter of the week for example.

Children's knowledge and understanding of the world is actively promoted. They link a 'garden centre' activity to a visit to local allotments. They compare produce, smell and touch herbs. Children talk about the weather each day. They recite the days of the week in correct sequence and know what season it is. Children talk about hot and cold areas of the world, what people might wear and what creatures might live there. Children use everyday technology such as tills, telephones, calculators and digital scales in role play and other activities. They make and build a variety of items using a range of mediums, and use the related tools efficiently. Children use their imagination freely in most craft activities although some are a little adult led.

Children have ample opportunities to develop their creative skills. They handle materials carefully and show pride in their results. Children use techniques such as rubbings, drawing, cutting, sticking and building. They join in singing familiar songs enthusiastically. Musical instruments are always available but not displayed to attract children's interest. Children make good use of the role play area. They make co-operative decisions about who should be the 'vet' and how the pets should be treated.

Children develop their physical skills and awareness in a variety of ways. They move around carefully and with a good awareness of space. They balance, roll hoops and bounce with good control. Children use tools such as scissors, pens, spoons and cutters effectively. They know the consequences of various practices on their health and wellbeing.

Helping children make a positive contribution

The provision is good.

Staff help children to consider and value social diversity, for example through sharing experiences of a variety of cultures and through direct contact with community groups such as elderly people. Children access a range of materials and activities which help to broaden their understanding such as multi-cultural dressing up clothes, tasting foods from around the world and learning about festivals and traditions. Children at all levels of ability access the full range of activities which staff ensure are accessible and achievable.

Although there are no children with special needs attending currently or recently, staff are aware of their role in supporting such children and the importance of liaising with parents. The setting's supervisor, and alternate staff members, regularly meet with local authority special needs representatives to ensure that practices and policies are up to date.

Children behave very well. Staff have realistic expectations of the children and set achievable ground rules and boundaries. They ask rather than tell children what they would like them to do, and get prompt and positive responses most of the time. Staff recognise children's individual strengths and abilities and use these to reinforce and influence their own and others behaviours. Staff are good role models, they are polite to one another and to the children at all times.

Partnership with parents is good. Parents are actively involved. They contribute skills

and resources to support themes that staff plan. Parents give positive feedback. They know that they are welcome to come in to the group at any time to speak to staff or to settle their child for example. Children benefit from the close relationships developed between the setting and parents. Staff share information about the children's development and achievements in the setting both informally and through regular individual meetings with parents. They endeavour to promote consistency by encouraging parents to reflect practices in the setting in their home situation.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children play in a well organised environment. The equipment and resources are arranged to allow freedom of movement within the room and easy access for children to the range of materials and activities set out. Children benefit from the high ratio of adult supervision, the majority of whom hold relevant qualifications. The setting is committed to on-going training to enhance staff's knowledge and understanding, and to up-date practice in line with current advice and legislation. Staff understand their roles and responsibilities. There are clear daily operational plans to facilitate the set up of the room and to define individual staff roles and children's expected learning goals. All the regulatory documentation is in place although some of these do not reflect current guidance. A comprehensive range of policies and procedures are in place to which parents have ready access, however, these are not in line with daily practice in some respects.

The quality of leadership and management is good. The supervisor supports the staff well ensuring that they are made aware of new initiatives and benefit from relevant training opportunities. Staff are actively involved in all aspects of planning and practice. They work as a team. The staff team are in turn well supported by the management committee. The registered person and other committee members take an active part in general planning and the development of policies and procedures. Staff receive regular appraisals that are fully documented and identify personal development issues.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the provider was asked to make a number of improvements most of which related to policies and procedures. As a result, the setting have developed an anti-bullying policy; the child protection policy has been up-dated; there is a complaints policy that includes details of relevant contacts and a format for recording any complaints made to the provider. The provider needs to continue to make any necessary adjustments to policies in line with current guidance or legislation. The provider was also asked to provide regular opportunities for parents to receive information about their children's progress. As a result, the setting has established regular individual meetings with parents to discuss children's

development profiles. Lastly, the provider was asked to provide opportunities for children to self select play materials to encourage freedom of choice. The setting has now acquired additional storage/display units for alternative resources from which children may self select. However, the arrangement does not sufficiently attract children's interest and remains an area for improvement.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that policies, procedures and operational plans reflect current practice and any changes to requirements or legislation
- establish a clear strategy for identifying other authorised persons who may collect a child on a parent or carers behalf

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- maximise everyday opportunities to extend children's thinking, learning and freedom of expression
- ensure that alternative resources are arranged to attract children's interest and encourage independent choice

Any complaints about the inspection or the report should be made following the

procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:
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