



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221764

DfES Number: 516470

### INSPECTION DETAILS

Inspection Date 22/11/2004  
Inspector Name Emma Louise Bright

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Sunnyside Playgroup  
Setting Address Bar Lane  
Stapleford  
Cambridge  
Cambridgeshire  
CB2 5BJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Sunnyside Playgroup Committee 802916

### ORGANISATION DETAILS

Name Sunnyside Playgroup Committee  
Address Sunnyside Playgroup  
STAPLEFORD COUNTY PRIMARY SCHOOL/STAPLEFORD  
HALL, BAR LANE, STAPLEFORD  
CAMBRIDGE  
CAMBRIDGESHIRE  
CB2 5BJ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Sunnyside Pre-school Playgroup has been established since the 1970s. It operates from a self-contained classroom, attached to Stapleford County Primary school. It is situated in the village of Stapleford, close to Cambridge.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open five days a week from 09:00 to 11:30 during school term times. In the spring and summer terms, children who are due to attend school are offered some afternoon sessions. All children have access to an enclosed outdoor play area.

There are currently 22 children aged from 3 to 4 years on roll. Of these, 16 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with special educational needs and also supports children who have English as an additional language.

The pre-school employs eight staff. Six of the staff, including the play leader hold appropriate early years qualifications. One member of staff is currently working towards a qualification.

### How good is the Day Care?

Sunnyside Pre-School Playgroup provides good quality care for children.

The management and organisation of the group is effective. The staff are very experienced and qualified, which means children benefit from being cared for by a well deployed staff team. Staff provide a warm and welcoming environment for the children in their care and children have access to a very good range of stimulating activities and resources. This ensures children are interested and active throughout the session. All documentation is up to date, fully accessible to parents and informs the very good practice. There is one minor detail to add to the registration system.

The staff demonstrate a sound awareness of safety issues and security is very good.

Staff are vigilant in ensuring that children are safe during their play. Children are encouraged to learn about good hygiene practice through the daily routine and they are provided with a well-balanced range of snacks and drinks to help them understand about healthy eating. The staff have a good knowledge of child protection and effective procedures are in place to ensure children are kept safe.

The staff promote an inclusive ethos and enable children to learn about other cultures and beliefs. An effective system for supporting children with special educational needs ensures quality of access to the provision and enables all children to participate in the rich opportunities available. Staff use praise and encouragement very effectively to help children understand about good behaviour. The staff interact well with the children, they talk and listen respectfully to them and support the children particularly well in their activities.

The staff develop very good relationships with the parents. Clear and detailed information is both gathered and shared with the parents so that children feel secure within the group. Parents are kept well informed about the planned activities and are encouraged to approach the staff at any time.

#### **What has improved since the last inspection?**

At the last inspection, the group agreed to maintain a record of visitors.

A clear record of visitors is now kept appropriately and all visitors wear a badge, which ensures children are kept safe.

#### **What is being done well?**

- Very good safety arrangements are in place and clearly implemented. The staff are particularly vigilant and help children to understand about the dangers, which means children can play safely at all times.
- Children have access to a treasure trove of resources and activities, to which they can easily help themselves. This means that children are stimulated and encouraged to use their imagination, explore and extend their growing skills.
- Very good support is given to children with special educational needs. Staff encourage children to be actively involved within the group and to develop their individual potential. Good communication between the staff, parents and other agencies ensures that the children's individual needs are very well met.
- The partnership with parents and carers is very good and ensures that children are cared for according to parents' wishes. The staff have developed supportive relationships with parents and provides them with excellent information so they know about the provision and their child's progress.

#### **An aspect of outstanding practice:**

Documentation is excellent. The records, policies and procedures are detailed, thorough and clearly implemented by the staff. All documentation is regularly reviewed to ensure it remains up to date and valid. Comprehensive information is gathered from parents and recorded to enable the staff to offer care appropriate for

each child. This means that children are cared for according to parents wishes and underpins the very good practice, ensuring children's safety and well-being. (Standard 14).

#### **What needs to be improved?**

- children's safety, to improve the registration system to show more clearly the times of arrival and departure of children.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Improve the registration system to show more clearly the times of arrival and departure of children.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Sunnyside Pre-School Playgroup is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a secure understanding of the Foundation Stage curriculum and they use this knowledge to plan an excellent range of interesting and practical activities for children to experience. The staff are enthusiastic about how children learn and they make very good use of the environment and resources to stimulate children's interest. The staff use good questioning skills to encourage children to think and give them lots of opportunities to demonstrate what they know. Assessments are thorough and used to plan for the next steps in children's learning. Staff build very good relationships with the children and they know them well; children respond to their positive behaviour management. There is a very effective system in place to support children with special educational needs.

Leadership and management is very good. The play leader offers effective support and leadership and is committed to providing a high quality learning environment. High importance is placed on the training and development of staff and ensures the team are motivated to develop the setting. The staff have a clear understanding of their roles and responsibilities; they work well together to offer children a very good early years experience. With the support of a well-organised committee, this ensures the smooth running of the setting.

The partnership with parents is very good and staff have established good relationships with parents. Parents receive good quality information so that they know about their child's progress and achievements. They also receive detailed information about the setting, its aims and provision which keeps them informed of the curriculum and daily activities. Parents are encouraged to take part in their child's learning through a variety of opportunities.

### What is being done well?

- Children are confident, independent learners, approaching planned and self-chosen activities with enthusiasm; the environment is well-organised to support this. Children display great enjoyment in the rich opportunities and experiences on offer.
- Planning and assessment is exceptional. Planning is based on a sound knowledge of the Foundation Stage curriculum and delivered very well. Staff make very good use of assessments in order to chart children's progress and plan for the next step in their learning.
- Children's knowledge and understanding of the world is very good. Staff plan a wide range of activities and experiences for children to encourage them to explore and observe nature. Children are learning to be competent

gardeners. They display high levels of interest in how things grow and enjoy investigating them.

- The staff have created an excellent role-play area, which is very well-resourced and supports topic-related activities. Children draw on their experiences and imagination to develop their play.

#### **What needs to be improved?**

- children's contribution to the setting's rules for good behaviour.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. The procedures and documents for planning, assessment and teaching have been continually reviewed and improved. Staff have attended a wide variety of training opportunities to ensure they are up to date on early years practice and have incorporated this very well into the educational programme.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children display high levels of self-esteem and demonstrate a sense of pride in their achievements. This is carefully nurtured by staff. Children relate well to each other and adults, confidently expressing their ideas and opinions. They concentrate well, persevering with tasks. Staff offer very good support so they continue to develop this skill. Children are highly independent and this is supported by a well-organised environment. They could further contribute to the behaviour rules.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are highly confident communicators. They enjoy speaking to a familiar audience and have good opportunities to practise this skill. Children listen enthusiastically to well-read stories and staff use good questioning skills to encourage children to think. They have good opportunities to link letters to sounds and show a good awareness of rhyme and alliteration. Children expertly make marks during role-play and in many of the activities offered; their early writing skills are emerging.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are proficient at counting and recognising numerals in their play, and in the many well-planned opportunities which develop this skill. Staff develop children's understanding of simple calculations through planned and daily activities. Children use appropriate vocabulary to describe size and shape and use positional language in their play. They recreate patterns and use mathematical concepts to problem solve and staff provide many good opportunities to extend this skill.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use their observational skills to explore the environment and the natural world particularly in the garden, where they grow a range of produce. Children are excited by their discoveries and are inquisitive to learn how things work. They have good opportunities to design and build using a range of resources to create complex constructions. Children enjoy talking about significant events and have good opportunities to talk about the things that are important to them.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children have lots of very good opportunities to develop their physical skills. They move freely with confidence and enjoyment; they competently negotiate pathways as they manoeuvre their tricycles around obstacles. Children use small tools and equipment in a variety of activities with increasing control. They learn about the importance of being healthy through their daily routine, such as healthy eating and are developing a good awareness of healthy practices and of their own needs.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have many good opportunities to explore colour, texture and shape through a range of exciting, practical activities, both child and adult-led. They make particularly good use of the free painting activity. They enjoy a range of songs and rhymes, joining in enthusiastically and explore sound and rhythm through musical instruments and listening to music. Children make very good use of the well-resourced role-play area to explore their imagination, re-enacting familiar scenarios.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- further enhance children's contribution to the setting's rules for good behaviour.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*