



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 108446

DfES Number: 582777

### INSPECTION DETAILS

Inspection Date 17/11/2003  
Inspector Name Maggie Ferris

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Sunningdale Pre-School  
Setting Address Sunningdale Parish Hall  
Church Road, Sunningdale  
Ascot  
Berkshire  
SL5 0NJ

### REGISTERED PROVIDER DETAILS

Name Sunningdale Pre-school 1021303

### ORGANISATION DETAILS

Name Sunningdale Pre-school  
Address Sunningdale Parish Hall  
Church Road, Sunningdale  
Ascot  
Berkshire  
SL5 0NJ

## 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

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

The building provides a playroom, access to a kitchen, toilets and outdoor play facilities and large hall area. The pre-school serves the local and wider community. They are registered to provide 21 places for children aged between three and five years old. There are currently 33 children on roll. This includes 7 funded three year old children and 14 funded four year old children. None of the children have special needs. They currently support one child who speaks 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 Thursdays.

Seven members of staff work with the children, usually five at each session. Two of those staff hold a qualification in Early Years. Four members of staff are currently attending training. The setting receives support from a Teacher mentor and from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Sunningdale Pre-school provides satisfactory care for children. The premises are secure and staff ensure they are well set out, warm and welcoming to parents and children when they arrive. A high adult:child ratio is maintained. Although they are not currently meeting the required ratio of qualified staff, four members of staff are currently undertaking relevant training. The premises are well maintained and children have access to a range of good quality toys and equipment which are set out daily by the staff. However the range of toys and equipment which children have direct access to is limited.

Staff give safety a high priority and promote good hygiene. All staff hold a 1st aid

qualification. Staff have an understanding of equal opportunities issues. However there is a lack of resources and activities which promote positive images of other cultures, abilities and gender. Staff have a basic understanding of child protection procedures and are aware of the procedures to be followed, however this is an area for improvement.

Staff ensure they have time to speak to parents each day and parents receive regular written information in the form of newsletters, they are also able to serve on the parent management committee. There is a lack of formal feedback to parents about their child's progress and not all of the necessary information is available to parents.

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

Not applicable

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

- Premises are safe, secure and welcoming to the parents and children. Staff give safety a high priority.
- Adult:child ratios are high ensuring children are well supervised.
- Staff spend time talking and listening to the children. They give clear and achievable instructions to the children.
- Parents are made welcome in the group, they are able to help on a voluntary basis in the group or as a member of the management committee.

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

- opportunities for children to self-select from a larger range of resources
- behaviour management, to improve staff's understanding of effective strategies and the behaviour policy, to include an anti-bullying statement
- information for parents to include details of the complaints policy and formal opportunities for parents to be informed about their child's progress
- staff's understanding of child protection, particularly with respect to protecting themselves against possible allegations;
- policies and procedures to be reviewed to bring into line with current legislation.

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

Satisfactory

## 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 must take the following actions by the date shown

Std	Action	Date
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development	01/03/2004

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

Std	Recommendation
5	provide opportunities for children to self-select resources and make choices in their play
11	include an anti-bullying statement in the behaviour management policy
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint and include the contact details for Ofsted (the Regulator)
12	provide opportunities for parents to receive regular information on their children's progress
13	include procedures to be followed should an allegation be made against a member of staff in the child protection policy
14	review policies and procedures to ensure they are in line with current legislation and contain the correct details of the registering authority (Ofsted)

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

### How effective is the nursery education?

Sunningdale Pre-school provides generally good nursery education. It enables children to make very good progress towards Mathematics, generally good progress towards Personal, Social and Emotional Development, Communication, Language and Literacy, Physical development and Creative Development. Knowledge and understanding of the world has significant weaknesses.

The quality of teaching is generally good. Staff have a clear knowledge of the Foundation Stage and provide a range of interesting and appropriate practical activities to support children's learning. However this is limited by the amount of toys and equipment available to the children during the session. They make good use of the accommodation and resources available to them. The use of planning and assessment ensures that children make generally good progress towards the early learning goals.

Leadership and management is generally good. The staff work well together as a team and are deployed effectively throughout each session although on occasion they fail to manage children's behaviour effectively. Staff are encouraged to attend training to further develop their knowledge of early years and the foundation stage. Staff have clearly defined roles and responsibilities within the setting.

Partnership with parents is generally good. Parents receive a prospectus informing them about the setting and the education their child will receive; this information does not contain details of the policies and procedures in place and how parents can access them. Information regarding the children is shared verbally at the beginning and end of each session. However there are no formal arrangements in place to exchange information on children's progress towards the Early Learning Goals. Parents may be involved on the management committee.

### What is being done well?

- Children are confident, motivated and eager to participate in the activities. They relate well to each other and adults, and are able to share the resources and take turns in the activities offered.
- Children are able to recognise their names and are beginning to understand that print carries meaning.
- Staff provide a good range of activities to promote children's knowledge in number, addition and subtraction, planning ensures that children learn through a range of activities that are fun. Children are able to count confidently up to ten and many are able to count up to twenty and beyond.
- Staff's knowledge of the foundation stage is good, they use consolidation techniques through repetition, questioning and re-visiting topics and activities to enhance children's learning.

- Staff work well together as a team and there is a good deployment of staff during sessions. Children benefit from this and receive constant support and encouragement throughout each session.

**What needs to be improved?**

- opportunities for children to use everyday technology;
- opportunities for children to explore other cultures and beliefs;
- information for parents regarding their childrens progress;
- opportunities for children to use writing for different purposes;
- opportunities for children to self-select from a wider range of resources.

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

Planning and assessment has been developed in line with the Early Learning goals, is manageable and assessment is used to inform the planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and keen to participate in the activities and resources offered. They are able to work independently and in co-operation with others. They have a good understanding of right and wrong and show care and consideration to each other within their play. Children relate well to each other and adults. However at times they fail to follow instructions from staff and lack opportunities to explore events from other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have access to a range of activities and resources. Staff's interaction within the activities ensures that their spoken language and writing skills are developing. Children are able to recognise their names on their drawers and are beginning to recognise that print carries meaning. They listen to and respond to stories with enjoyment. There is a lack of opportunity for children to practise writing for a variety of purposes such as list making or taking messages.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with confidence up to ten and most children are able to count up to and beyond twenty, many recognise numerals up to and beyond ten. Staff provide a range of practical activities to reinforce number, subtraction, addition, shape and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children talk confidently about personal events within their lives. However there is a lack of planned themes and activities to develop children's knowledge about other cultures and traditions. Children are confident in their design and making skills and planning ensures that children access a range of construction materials. However there is a lack of opportunity for children to use everyday technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident and capable when undertaking routine activities and show a good awareness of personal hygiene. Children have good co-ordination skills and understanding of space, they move with confidence and ease around the pre-school building. Staff provide tools and activities to enhance the children's physical skills for example writing implements, glue spreaders and glitter, and outdoor play. However there is a lack of opportunity for children to handle malleable materials.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children express themselves freely through role play and are given opportunities to use their imagination in everyday activities. They respond with enthusiasm to new activities and are confident in expressing their thoughts and feelings, for example during role play. Children explore a range of media including paint, collage, sand, and 3D modelling. Children do not always have the opportunity to select their own materials and resources when undertaking creative projects.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- Key Issues:
- inform and involve parents regarding their child's progress towards the early learning goals;
- provide opportunities for children to use everyday technology;
- provide opportunities for children to explore other peoples culture and beliefs;

*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.*