

# Sunninghill Play Centre

Inspection report for early years provision

---

**Unique reference number**

EY423197

**Inspection date**

06/07/2011

**Inspector**

Cathy Hill

**Setting address**

4 Chapmans Courtyard, High Street, Sunninghill, Berkshire,  
SL5 9NF

**Telephone number**

07714015836

**Email**

carolokill@yahoo.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Sunninghill Play Centre Ltd was registered in 2011. It is privately owned. The provision operates from first floor premises in Chapman's Courtyard in Sunninghill, Berkshire. The provision has sole use of the premises. The provision operates from three rooms. There is no outside area and the provision can only be accessed by stairs. Children attend from the local surrounding areas. The provision is open all year, Monday to Friday from 7.30am to 6.30pm and 9.00am to 2.00pm on Saturdays. The holiday club is open from 8.00am to 6.00pm during the school holidays. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision may care for a maximum of 16 children under eight years at any one time, of whom all may be in the early years age range. There are currently seven children on roll. There are five staff members employed to work directly with the children and, of these, two members hold relevant early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not adequately promoted because the setting is in breach of requirements with regard to safeguarding and suitability of adults. Staff have a caring approach and provide a welcoming environment for all children. Children are settled and have daily access to play and learning indoors, although opportunities for outdoor play are limited. Staff have some understanding of how to support children's learning and children are making satisfactory progress in their development. Positive partnerships are established with parents but not with others involved in children's care and learning. The setting's capacity for continuous improvement is satisfactory and management have identified areas for future development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and welfare) 03/08/2011
- keep records of the information used to assess suitability, which include the unique reference 03/08/2011

- numbers of CRB disclosures obtained and the date on which they were obtained (Suitability of adults)
  - ensure half of all staff, excluding the manager, hold a full and relevant level 2 qualification. (Suitability of adults)
- 06/10/2011

To improve the early years provision the registered person should:

- improve staff knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework, in particular with regard to observing, assessing and planning for children's progress
- develop a regular two-way flow of information with other providers to ensure a shared approach to children's care and learning
- increase children's opportunities for outdoor play by planning daily outings.

## **The effectiveness of leadership and management of the early years provision**

The setting does not have adequate arrangements in place for safeguarding children's welfare and is in breach of several legal requirements. Not all members of staff are secure in their knowledge of the setting's child protection policy and do not know what to do if they have concerns that are dismissed by senior staff. In addition, management are unable to demonstrate that checks have been done to assess the suitability of all staff which puts children at risk. The legal requirement regarding staff qualifications is not met with only one member of staff, other than the manager, holding a relevant qualification. One member of staff is, however, currently working towards a recognised qualification and a qualified member of staff has been interviewed and is due to commence employment in September. Children play safely as they are suitably supervised and the premises have been risk assessed and hazards minimised. For example, safety gates are used throughout the premises and the entry door to the building is kept secure at all times. Staff organise the environment to provide children with equal opportunities to access a variety of resources and activities which help them develop their skills. Staff work well together to ensure sessions run smoothly. The setting has no outdoor area but does take children off site, for example, to the park and playgroups. Access to outdoor play for children is, however, not planned on a daily basis and consequently limits their opportunities to develop their knowledge and skills within varied environments. Staff include all children in activities and adequately promote equality and diversity. For example, staff ensure all children have an opportunity during music sessions to access and use the props associated with the songs.

The setting has positive partnerships with parents and is flexible in meeting their childcare needs. There is a regular verbal exchange of information with parents regarding their child and information regarding the setting's practice is displayed. All policies and procedures are freely accessible to parents in a folder displayed in the main hallway. Parents confirm they are, 'really happy with everything' at the setting and, 'really like it'. Partnerships with others involved in children's care and

learning are currently poorly developed. Children are taken to and collected from another setting but insufficient information is exchanged to ensure children's developmental needs are well known to all parties so consistent practice can be applied in meeting them. The setting has only been operating a short while and, whilst having no formal self-evaluation system, management have reflected on their practice. Since registration a procedure to assess the ongoing suitability of staff has been introduced into employees' contracts and safeguarding training has been booked for some staff and fire safety training booked for all staff. A new member of staff has also been appointed and management have identified they would like to access nursery education funding for children.

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

Children are content and are making sound progress in their learning. Development records are in place for some children within the setting, with others in the process of being compiled. The manager completes activity plans linked to the different learning areas but these do not directly relate to the individual learning needs of each child. Staff are very kind and caring and sit with children as they engage in play. They talk to children and ask them questions to help develop their skills. However, not all staff are secure with the different areas of learning that activities can support so at times learning is incidental rather than planned. Children's behaviour is good as they are allowed to follow their own interests which reduces the incidents when they may feel frustration. Children appear happy and display a strong sense of belonging as they confidently go to put things in their named drawers. They display good manners as they politely ask for more colours at the paint table and use their initiative to help tidy the paints away after use. Staff actively encourage children to share and show consideration for others and they praise children's efforts which helps to boost their self-esteem. Children are developing an understanding of routine hygiene procedures as they wash their hands before a snack of savoury biscuits. They play in a very clean environment and enjoy the freedom to move around the room from one activity to another. They are confident in their bodies and handle tools carefully, such as when modelling with dough. They have opportunities to engage in physical activities, such as using the play apparatus at the park, but this is not planned on a daily basis.

Children are developing an appropriate sense of security and confidence within the setting due to the generally good interaction from staff. Staff sit with young babies facing them on their laps. They give them constant eye contact as they gently talk and sing to them. Babies gaze intently at staff as they talk and respond positively to this gentle interaction with big smiles, showing they are developing their communication skills. Children are learning how to stay safe through taking part in a fire drill practice and through discussion with staff as opportunities arise. For example, staff talk to children about not throwing toys or running indoors. Children enjoy their play as they sit to model with dough and as they sit and colour with paint sticks on pre-printed pictures. Older children recognise a circle shape made with a dough roller and use comparative language correctly as they talk about the

big and tiny circle shapes they can see. Staff effectively capture all children's attention during a music session using a variety of props, including a crocodile glove puppet and five little ducks. Children join in with the singing and develop an understanding of basic calculation through number songs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

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