

Sunflower Maunds Hatch Pre-School

Inspection report for early years provision

Unique reference number

EY420530

Inspection date

27/09/2011

Inspector

Ann Cozzi

Setting address

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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).

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

Sunflowers Maunds Hatch Pre-School was re-registered as a limited company in 2010. It operates from a community building in Harlow, Essex. Children come from the local community and surrounding area. All children have access to a secure outdoor play area.

The pre-school is open from 9am to 12pm each weekday during term time only. The setting supports a small number of children who speak English as an additional language. A maximum of 24 children may attend the pre-school at any one time. There are currently 15 children on roll, some of whom are in receipt of early education funding.

The pre-school employs three members of staff, two of whom hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff demonstrate a satisfactory knowledge of children's needs and backgrounds, which ensures that they provide adequate support for their learning. However, there is a weakness in the systems to plan for children's individual progress. Children are generally safe and secure and enjoy learning about the wider world. Partnerships with parents are good and those with other agencies are satisfactory. Children make adequate progress given their age, ability and starting points. Systems to promote future improvements are sound, resulting in a provision that adequately prioritises areas for development in order to respond to user needs and improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose, with particular reference to ensuring risk assessments are reviewed at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 12/10/2011
- ensure that written parental permission is requested, at the time of each child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 12/10/2011

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

- improve the use of observational assessment to plan to meet children's individual needs and to provide experiences appropriate to each child's stage of development as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff at this setting demonstrate a clear understanding of their responsibility with regard to protecting children. They are suitably trained and have the skills required should they have a concern about a child in their care. There are a wide range of written policies and procedures in place which support the welfare of children, are in line with requirements and are regularly reviewed. However, written consent to seek emergency medical treatment is not requested at the time of admission for all children. This compromises their welfare in the event of an emergency and is a breach of welfare requirements. While written risk assessments are in place, they also do not meet requirements. This is because they have not been updated as required to identify and ensure appropriate action is taken to protect children from potential hazards, both inside and outside of the setting. There is a secure entry system, which means that staff are able to prevent intruders accessing the premises and children are unable to leave unnoticed.

There are a wide range of bright, interesting and stimulating resources, however, planning with regard to children's access to these is, at times, inconsistent; for example, when all children are required to take part in group activities. The setting adequately promotes equality and diversity, and children's progress in relation to their starting points is satisfactory. Staff at times take suitable steps to close identified achievement gaps, although due to the organisation of the routine this is not always consistently applied. The provider is taking steps to ensure resources and the environments are sustainable.

The setting has a very positive relationship with parents and carers. They are regularly asked for their views and staff ensure that these are used to inform important decisions about the provision. Parents and carers have access to all available information about their children's achievements through daily discussion with staff at drop-off and pick-up times and open access to development records. The setting has a range of systems for keeping parents informed about aspects of its work, for example, notice boards and newsletters. This means that they have coordinated, up-to-date, accurate and timely information. Parents report that they are very happy with the pre-school and that staff are friendly and approachable. The setting provides adequate communication with other providers of care and education.

The setting works in partnership with parents in order to reflect on its provision, using information gathered to identify some strengths and weaknesses. They also seek the views of others, such as the local authority development worker. As a

result, leaders and managers communicate ambition and drive and secure improvement satisfactorily.

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

Staff have a sound understanding of how young children learn through play, which enables them to provide activities and experiences to support their development. Children make satisfactory progress and are content and settled. They make some choices about the activities they engage in and occasionally share responsibility for decisions. However, there is a weakness with regard to staff consistently using information gathered through observation to inform planning. This results in some activities which are not always securely based on children's individual next steps in learning. In addition, the setting's routine does not take full account of the varying concentration levels of the children attending. This has a negative impact on their behaviour and younger or less able children become distracted or lose concentration during group times. However, the good range of resources and equipment available means that children make progress in their learning during free-flow play, regardless of where they choose to play.

At times during the session children are able to make choices about what they would like to do next. They show their interest and enjoyment as they take part in child-led learning opportunities. For example, they demonstrate their growing understanding of the wider world as they recreate real and imagined experiences, such as using the child-size shopping trolley to do their weekly shopping, or cooking dinner for their peers in the role play area. They problem solve during role play, further showing their knowledge and understanding of the world as they work out how to get their broken down car to the garage to get it fixed. Children interact with others, negotiating and taking turns in conversation; for example, during a water play a small group chat amiably about a variety of subjects which interest them. They learn about capacity and demonstrate that they are able to competently use single-handed tools as they scoop and pour water into containers.

Children demonstrate a feeling of security; for example, they are confident to approach staff for support or comfort when needed. Most children show good awareness of what constitutes a healthy lifestyle. They adopt good personal hygiene routines and are learning about the importance of healthy eating. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children have the opportunity to rest or to be active according to their individual needs.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 12/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 12/10/2011