

Sunflower Sherards Hatch Pre-School

Inspection report for early years provision

Unique reference number

EY420549

Inspection date

06/10/2011

Inspector

Ann Cozzi

Setting address

Sunflower Sherards Hatch Pre-School, Ployters Road,
HARLOW, Essex, CM18 7PS

Telephone number

01279866385

Email

sun-flower@btconnect.com

Type of setting

Childcare - Non-Domestic

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.

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
W: 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

Sunflowers Sherards hatch was re-registered as a Limited Company in 2010. It operates from a community building in Harlow, Essex. The pre-school is open five days a week from 8.45am to 11.45am and 12pm to 3pm each week day, term time only. All children have access to a secure enclosed outdoor play area.

A maximum of 24 children may attend the pre-school at any one time. There are currently 30 children on roll, of whom, 23 are in receipt of early education funding. Children come from the local community and surrounding area.

The pre-school employs four members of staff, all of whom, hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staffs satisfactory knowledge of children's needs ensures that they provide children with adequate support for their learning. However, there is a weakness in the systems to monitor and plan for children's individual development. Children are generally safe and secure and have fun learning about the world around them. Partnership with parents and other partners with regard to children's learning is satisfactory. Children make adequate progress given their age, ability and starting points. Self-evaluation to support future improvements is satisfactory, 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 written parental permission is requested, 20/10/2011
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.

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

- ensure that risk assessment covers anything with which a child may come into contact
- 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
- improve the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear understanding of their responsibility with regard to safeguarding children. Written policies are in line with requirements and regularly reviewed. Robust procedures are in place with regard to the recruitment of staff. Potential dangers inside and outside of the setting are identified and staff takes steps to eliminate risk supporting children to keep themselves safe. However, current risk assessments do not include all of the safety measures in place, for example, how children are prevented from accessing the kitchen area. Most other required documentation is in place and well maintained. However, during this inspection it came to light that permission for the seeking of any emergency medical advice or treatment was missing for some of the children. This is a requirement of the Statutory Framework for the Early Years Foundation Stage. The security system on the front door of the setting prevents any intruders from entering the building and ensures that children are not able to leave unsupervised. Staff have up-to-date paediatric first aid which enables them to administer emergency care for children.

The organisation of furniture, toys and equipment means that children have easy access to all areas of learning. This helps to support their developing independence. Staff adequately promote inclusion ensuring that they respect children's backgrounds whilst introducing them to different cultural experiences. Whilst there are steps taken to close identified achievement gaps information used to assess this, is at times insecure. The provider takes steps to ensure resources and the environment is sustainable.

The setting takes account of the views of parents via the use of questionnaires and discussion at drop off and pick up times. Staff provide them with a regular exchange of information about their child's well-being and what they have done during their time at the setting. However, the exchange of information regarding children's individual learning and development is inconsistent. Parents are kept up-to-date about events that are taking place through a variety of communication methods and there are accessible channels for them to speak with staff. Parents report that they are happy with the care provided, they feel that their child is safe in the care of staff and they would recommend the setting to others. The setting communicates with other providers and partners supporting children.

The manager in conjunction with her staff team undertake self-evaluation of the setting. They achieve this through reflective practice and information gathered from parents and others, such as, the local authority development worker. This is then used as a development tool which leads to the sound progression of the provision.

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

Staff demonstrate a satisfactory understanding of the learning and development requirements and guidance for the Early Years Foundation Stage. They organise an adequate range of activities across all six areas of learning. However, observations and planning to meet children's individual next steps are not consistently linked to the Early Years Foundation Stage criteria to actively promote children's progress. Children demonstrate a sense of security as they move around inside and in the outdoor play area. On the whole, children are able to make choices about what they would like to do next.

Children enjoy taking part in adult-led creative activities, for example, working together in a small group to make dough. They are able to follow simple instructions, such as, weighing flour and other ingredients. This provides opportunities for them to learn about number language and concepts as they use words, such as, 'more' when they discover that there is not enough flour and tell staff when the scales have reached the required number on the dial. Children explore and investigate when they experiment by mixing together red and yellow paint to discover that when they do this it makes a different colour. They use descriptive language as they tell staff that the mixture is sticky and develop physical skills as they manipulate the dough with their hands pushing and pummelling it. Children problem solve as they work out how to manipulate the dough to make the shape that they want. They express themselves through action, for example, whilst playing on a see-saw they become excited moving their bodies to show their amusement and pleasure. Some children are beginning to distinguish between quantities, recognising that a group of objects is more than one, for example, as they spontaneously count the six cars they are playing with. They demonstrate that they are learning to classify by organisation as they line up the cars side by side.

At times some children require prompting by adults to take responsibility for their own and others safety. However, others demonstrate that they are developing an understanding of how to keep safe as they begin to take some responsibility. For example, as they carefully manoeuvre wheeled toys in the outdoor play area avoiding obstacles, including, adults and their peers. Children have the opportunity to engage in a wide range of physical activities increasing their understanding about the importance of regular exercise as part of maintaining good health. Their understanding about what constitutes a healthy lifestyle is further supported, for example, they are expected to wash their hands at pertinent times, such as, after using the toilet and before eating food. Information from parents and carers about their child's individual dietary requirements ensures that they are provided with a balanced range of snacks which are appropriate to their individual needs. Water is accessible which ensures that no child remains thirsty.

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	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

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

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

Annex B: the Childcare Register

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

Met