

Sunflower Pollards Hatch Pre-School

Inspection report for early years provision

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Inspector	Ann Cozzi
Setting address	Sunflower Pollards Hatch Pre-School, Kingsmoore Road, HARLOW, Essex, CM19 4LA
Telephone number	01279 866387
Email	sun-flower@btconnect.com
Type of setting	Childcare - Non-Domestic

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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.

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Description of the setting

Sunflower Pollards 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 9am to 12 noon each week day, term time only. All children have access to a secure enclosed outdoor play area. The setting supports a small number of children who have English as an additional language.

The pre-school is registered on the Early Years Register and also the compulsory part of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 18 children on roll, of whom 12 are in receipt of early education funding. Children come from the local community and surrounding area.

The pre-school employs four members of staff, of these three 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 good.

The staff team demonstrate a good knowledge of each child's needs which ensures that they successfully promote children's individual welfare and learning. This means that they progress well, given their age, ability and starting points. Children are very confident and secure, they enjoy learning about the local area and the wider world around them. Partnerships with parents, carers and others are good and this is important when making sure that the needs of all children are met, along with any additional support needs. Systems of reflective practice effectively promote the development of the service provided in order to respond to user needs and improve outcomes for children.

What steps need to be taken to improve provision further?

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 consistency of observations and assessments to identify secure learning priorities for each child linked to the educational programmes
- 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

The setting has robust systems in place to safeguard children, including vetting procedures for all staff. Daily registers and visitor records are in place and well maintained making sure that pre-school staff can safely account for all persons in the setting at any time. A wide range of relevant policies and procedures are shared with parents and carers and implemented in practice to support the smooth running of the pre-school and provide positive outcomes for children. All documents and records required by legislation, are in place and updated regularly, with the exception of risk assessments which are not wholly effective as they do not include all safety measures in place, for example, how children are prevented from accessing the storage cupboard. The long standing staff team are enthusiastic, motivated and recognise the importance of ongoing professional development which consequently promotes good practice. Staff have undertaken paediatric first aid training enabling them to provide suitable care for children in the event of an accident.

The accommodation is fit-for-purpose providing an environment which is conducive to learning, safe and well cared for. The pre-school is secure and at times evacuation procedures are practised in order that everyone knows how to evacuate the building safely in an emergency. The provider takes steps to ensure resources and the environments are sustainable. Staff actively promote equality and diversity and are confident to tackle unfair discrimination. There is no bias in staff practice in relation to gender, race or disability. They ensure that their own knowledge about different cultures is up-to-date to help children begin to understand the society they live in. Staff identify a child's need for additional support as early as possible: they share information and records with colleagues, parents and where appropriate, with interagency teams to ensure that each child gets the support he or she needs. Leaders and managers routinely make good use of monitoring systems to overcome any remaining variations in children's progress.

Effective links are in place with parents and carers who report that their children really like the staff in the pre-school, they are very happy with the pre-school and that they have recommended it to others. Clear procedures are in place for the sharing of information with local feeder schools to assist smooth transitions for children. Information about children is shared with parents and carers on a daily basis through open discussions at drop off and pick up times. Whilst children's records are accessible to parents, there is a minor weakness with regard to opportunities for parents and carers to consistently share more detailed information about ongoing assessments of their child's learning and development. Self-evaluation involves staff, parents and local authority development officers, providing a clear picture of priorities for improvement, for example, the provision of more outings in order to even further promote children's knowledge and understanding of the local area and wider world.

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

Staff demonstrate a good understanding of the learning and development and welfare requirements and Early Years Foundation Stage guidance. This promotes children's learning, social, physical and economic well-being. Children make good progress towards the early learning goals and in developing the personal qualities that enable them to begin to take responsibility for small tasks and develop skills for the future. Development records are in place and children's next steps for learning are identified and used to plan a wide range of interesting and stimulating activities. Although at times, there is a minor weakness in regard to all staff ensuring that observations of children's achievements are undertaken on a frequent basis across all areas of learning. Children are well behaved; they play well on their own and in harmony with others. They have good relationships with all members of staff and are confident to approach them for support or comfort when needed. Children thrive as a result of the setting they are in.

Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. For example, they make their own selections as they move freely and safely around the pre-school. They are excited by their own increasing mobility and often set their own challenges, such as using wheeled toys with confidence negotiating safe pathways, moving backwards and forwards avoiding each other and obstacles. Children problem solve using coloured pegs and a board to make and create simple patterns, which they proudly showed the inspector demonstrating their pride at this achievement. Children show an interest in information communication technology. They competently use a mouse and keyboard to interact with age-appropriate interactive computer software. They have fun playing computer games of their choosing, problem solving as they control and drag items to make their chosen character. They demonstrate that they are able to follow simple instructions as they complete tasks successfully, such as finding the required colour or shape.

Children learn social skills, and enjoy being with and talking to adults and their peers, for example, they join in conversations about their thoughts and feelings about a variety of subjects such as what their favourite colour is. Children are provided with lots of creative play opportunities such as painting, role play and playing with sand, pasta or lentils. They respond to comments and questions, entering into dialogue about their creations, for example, as they draw using felt pens and pencils they confidently explained to the inspector that their creation was a picture of daddy - 'his eyes, nose, cheeks, legs and ears'. Children are secure and develop a sense of belonging to the setting. Most know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Children adopt good personal hygiene routines and understand the importance of healthy eating. They 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.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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

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Annex B: the Childcare Register

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

Met