

Sunflowers Pre-School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Sunflowers Pre-School operates from a school site near the centre of Melksham in Wiltshire. It was previously known as Broughton Road Pre-school, first registering in 1974 and moving to this site in 2011. The group is managed by a committee of parents of children who attend the group and other interested parties. Children are cared for in a double temporary classroom and have access to the school hall, library, parents' room and sensory room. There is access to a secure garden with wooded area and to the school playground and playing field. The pre-school operates during school term times on weekdays from 8.45am to 3.30pm according to demand.

The pre-school is registered on the Early Years Register to care for a maximum of 39 children between the age of two years and the end of the early years age group. There are currently 39 children aged from two to four years on roll. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. Children come from a wide area within the town and beyond.

There are nine members of staff working with the children. Of these, seven have relevant childcare qualifications. The pre-school provides funded early education for three and four-year-olds. Operational links are in place with the school on whose site the pre-school is located. The pre-school also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this welcoming preschool. Since the recent move from another site, the indoor space has been organised effectively and the outdoor provision is developing. Staff know the children well and effectively plan activities to suit their individual needs. Effective partnerships with parents and good links with outside agencies and other early years settings ensure continuity in children's care and learning. Self-evaluation processes reflect rigorous monitoring, and actions are carefully targeted to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen systems to ensure the suitability of committee members by ensuring forms are promptly returned to enable Ofsted to complete the required checks.
- build partnerships with other local early years providers to promote continuity

of care and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff know the procedures to follow if should they have a concern about a child in their care. Staff keep the safety of children as a high priority. The premises are secure and daily safety checks are carried out. A wide range of policies are in place and are generally effective in underpinning practice. The management committee is aware of the need to ensure staff and committee members complete the appropriate clearance checks though procedures are not sufficiently robust to ensure these are followed through in a timely manor.

Adults have a good understanding of their individual roles. The manager has high expectations of staff and the team works well together to make continuous improvements. Staff are fully involved in monitoring the success of the setting and contributing to action plans for future improvement. They demonstrate a strong commitment to further development through their attendance at various training courses and in extending their use of quality evaluation systems. It is clear that the staff enjoy their work and take pride in improving their skills and knowledge. The recent move to new premises has improved the quality of provision. Children play in well organised rooms which are thoughtfully set out and decorated with bright posters and examples of children's work. The outdoor area offers valuable resources and there are realistic plans in place to develop this area to provide a greater diversity of activities and to work towards enabling children greater choice over when they play outdoors. The pre-school is inclusive so that all children are treated equally, regardless of their background. Warm and positive relationships enable all children to participate in activities.

Highly positive relationships are established with parents. Parents speak highly of the provision and particularly praise the staff who quickly get to know their children. Staff regularly ask parents to update them on children's interests and progress at home, and share details of their progress within the preschool. This ensures that staff continue to meet the children's needs. Some highly positive partnerships have been developed with local agencies and early years providers to aid transition between settings, though several links are in their early stages of development.

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

Adults have successfully created a warm, welcoming and secure environment so that children are happy and develop a sense of belonging. They are skilled in supporting children's learning and plan experiences based on their sound knowledge of each child. Adults questioning has a clear focus on learning. Staff diligently record their observations of the children and use what they know to plan activities to match children's development and interests. Consequently children

make good progress in their development overall.

Most children settle quickly at the start of the session, and those that are new to the setting are helped to feel secure by caring staff. Children demonstrate that they feel safe confidently approaching their friends and those less familiar. All children gather together and sing a good morning song to welcome each other. Older and younger children then play in separate rooms, set out with appropriate equipment. Children develop role play in the shop, selecting what they would like to buy. They are supported in using descriptive language when they feel objects in a bag. They explore the cars in the sand. Outside children move tyres and co-operate together to build a tower. They gain confidence climbing steps and balancing. They gather a variety of resources and build a bug hotel, returning over several days to search for woodlice and worms.

Children freely select from the activities set out and from clearly labelled storage units. This enables them to be fully engaged and take part in activities at their own level.

Children are supported in blowing their nose and know to wash their hands before they eat their snack. Parents provide a daily snack for their child. Some children attend during lunch time and staff sit with children at this time providing support and making this a sociable occasion.

Children make a positive contribution to their setting and develop skills towards being independent. They help to tidy away the toys when the bell is rung and pour their drinks at snack time. Children show a sense of achievement when they put on their outdoor clothes and change their footwear. The all-in-one suits and wellingtons provide good protection from the weather and mud and children freely run amongst the trees and climb on the equipment with confidence, keeping warm and dry. This contributes well to children adopting a healthy lifestyle. Children gain a good understanding of how they can keep themselves safe under guidance from the staff. They regularly participate in fire evacuation drills.

Children begin to gain an awareness of the wider world through occasional visits into the community and activities within the pre-school. Children behave very well and demonstrate respect for adults and for each other. Completed art work, such as Diwali patterns, reflect their growing awareness of different cultures and beliefs. Children become confident to speak in a whole group situation and willingly share their news at circle time.

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	1
The extent to which children develop skills for the future	2

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