

Sunnybank Pre-school

Inspection report for early years provision

Unique reference number	EY357177
Inspection date	01/12/2011
Inspector	Laura Hoyland

Setting address	Sunnybank Pre-School, Saddleworth Road, Greetland, Halifax, West Yorkshire, HX4 8LZ
------------------------	--

Telephone number	01422 370162 / 07960387314
-------------------------	----------------------------

Email	
--------------	--

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).

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

Sunnybank Pre-school is managed by a voluntary committee and is a registered charity. It was registered in 2007 and operates from an open-plan converted bungalow. The setting is situated in a residential area in the grounds of Greetland Academy, in Halifax, West Yorkshire. All children have access to a secure outdoor play area. The setting is registered on the Early Years Register and serves the local area. The setting is registered to care for a maximum of 20 children in the early years age group at any one time, and there are currently 42 children on roll.

The pre-school is open five days a week from 9am to 3pm during term time only. There are eight members staff, all of whom hold relevant childcare qualifications to level 3. The setting is supported by the local early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are not effectively safeguarded in the setting because recruitment processes are not robust. Staff deployment and safety checks are not comprehensive or consistently carried out to ensure risks to staff and children are minimised, and this affects children's safety in the setting. Documentation to ensure the health and well-being of children is not in place. Children do not progress sufficiently in all six areas of learning as staff have not developed effective planning systems to ensure their individual needs are met. These are breaches of the welfare requirements. Staff have developed generally good partnerships with parents but are yet to develop partnerships with others to ensure children's learning and development needs are met. Staff are aware of the setting's strengths and weaknesses but do not strive to secure improvement effectively.

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 records are kept of unique reference numbers of Criminal Records Bureau disclosures obtained and the date they were obtained (Suitable people) 15/12/2011
- conduct a risk assessment and review it regularly, ensuring the risk assessment identifies aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 15/12/2011
- obtain details of which parents or carers children normally live with and any necessary information 15/12/2011

- about who has parental responsibility (Safeguarding and promoting children's welfare)
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) 15/12/2011
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation). 15/12/2011

To improve the early years provision the registered person should:

- obtain references to inform decisions regarding staff suitability
- develop opportunities to share relevant information about children's progress towards the early learning goals with other early years providers to promote effective continuity and progression
- support children in using a range of information and communication technology equipment, such as cameras, compact disc players, tape recorders and programmable toys, in addition to computers
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The provider does not adequately safeguard children because staffing arrangements do not meet the needs of children or ensure that they are safe at all times. The provider does not make sure that a paediatric first aid qualified member of staff is on duty at all times. Criminal Records Bureau checks are carried out, but the required details are not effectively recorded. The provider does not obtain any necessary information about who has parental responsibility and does not keep a record of the parents or carers with whom children normally live. Risk assessments are not consistently recorded or conducted. This means that children are not suitably safeguarded and are breaches of regulations. In addition, the provider does not actively seek references for new staff to ensure they are suitable to work with children.

Staff demonstrate reasonable knowledge of the Early Years Foundation Stage and use this to plan activities for the children in the setting. However, children's starting points are not assessed on entry, and, consequently, planning is not tailored to meet their individual needs. There is a further breach of regulations because children's learning and development is not adequately supported to ensure their progress towards the early learning goals. Staff have started to evaluate their practice and are able to identify their strengths and some areas of weakness. However, self-evaluation has failed to identify a number of significant weaknesses. This means the effectiveness of current leadership and management in communicating their vision and securing improvement is inadequate.

Parents are kept up to date with children's learning and development and significant events in the setting. For example, the staff distribute termly newsletters detailing forthcoming events, and staff engage in verbal communication with parents as they drop off and collect their children. Relationships with parents are generally positive. For example, staff invite parents into the setting to share their skills with the children. Partnerships with others are extremely poor because staff have not made links with other providers to meet the needs of individual children. The setting has an equality, inclusion and valuing diversity policy in place. However, it is not effective in promoting equality and diversity. This is because practice is insufficiently inclusive, and staff are not aware of gaps in the achievement of individual children and do not plan effectively to meet their individual needs.

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

All children demonstrate that they are happy and settled in the setting. For example, they excitedly talk to adults and their peers about opening their advent calendars and Christmas. This shows they are developing confidence and self-esteem. Children are aware of the rules of the setting because they are displayed on the walls, and staff regularly praise their positive behaviour. However, although children are beginning to show an understanding of how to stay safe, inadequate recruitment and safety systems mean they are not kept safe while in the setting.

Children are starting to develop an understanding of healthy lifestyles. For example, staff discuss healthy foods with them at snack time, and children name foods that make them 'big and strong'. Children follow appropriate hygiene routines and independently wash their hands before meals and snacks, and after messy play or using the toilet. Children enjoy taking part in outdoor physical activities; for example, they ride on bicycles to develop their large muscles. They have access to both the indoor and outdoor environment at all times so that they can choose where they would like to play. This means children are beginning to make independent choices.

Effective planning systems are not in place to ensure that children make sufficient progress towards the early learning goals, and, as a consequence, staff are unable to track their progress. Also, children's learning and development are not extended to ensure they continue to develop and achieve. For example, there is an insufficient range of information and communication technology, which restricts their ability to develop skills for the future. Children behave well in the pre-school and are aware of the rules and boundaries because staff remind them as they play. They are starting to show respect for themselves and others because staff provide opportunities for them to learn about different cultures and beliefs. For example, they celebrate many festivals, including Eid, Christmas, Chinese New Year and Easter. This develops children's knowledge and understanding of the world they live in.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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

