

# Sunninghill Play Centre

Inspection report for early years provision

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**Unique reference number**

EY423197

**Inspection date**

17/01/2012

**Inspector**

Lynne Lewington

**Setting address**

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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*.

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

Sunninghill Play Centre Ltd registered in 2011. It is privately owned. The provision operates from first floor premises in Chapman's Courtyard in Sunninghill, Berkshire. The provision has sole use of the premises and operates from three rooms. There is no outside area and the provision can only be accessed by stairs. Children attend from the local surrounding areas.

The provision is open all year, Monday to Friday from 7.30am to 6.30pm and the holiday club is open from 8.00am to 6.00pm during the school holidays. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision may care for a maximum of 16 children under eight years at any one time, of whom all may be in the early years age range. There are currently 49 children on roll. There are five staff members employed to work directly with the children, and of these, three hold level three qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting provides a calm, welcoming and homely environment for young children. Staff recognise the uniqueness of each child and provide an inclusive service where each child is respected, valued and included. Children generally make good progress in their individual learning and development, as the staff strive to provide a range of fun activities, experiences and resources for the mixed age range. Welfare is promoted very well, enabling children to feel secure and happy. Partnerships are good although there is scope for further development with parents. The manager is committed to continuous development and has made tremendous improvements since the last inspection. Practice is evaluated, identifying strengths and areas for further improvement accurately.

## What steps need to be taken to improve provision further?

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

- develop the culture of reflective practice throughout the setting including the input of parents
- review the children's independent access to resources that are sufficient, challenging and interesting and that can be used in a variety of ways or to support specific skills with particular regard to mark making materials

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by those caring for the children. Clear information is available to parents informing them of the settings role in safeguarding children and reporting concerns. Good measures to manage risks and also to ensure children are safe on any outings undertaken are in place. For example, routine ten-minute checks ensure sleeping children are comfortable and safe. The setting is spotlessly clean and very well maintained providing an attractive environment for children's care and play. The resources are good quality and suitable for the ages and stages of development of the children. The setting does not have access to an outdoor play area and so daily routines are in place to ensure children have opportunities for activities in the fresh air and natural light and also opportunities to develop their physical skills.

Equality and diversity is clearly valued as the setting makes a significant effort to gather comprehensive information about each individual child. They value the parents' knowledge of their own child. This enables them to monitor children's progress and also ensures they understand and meet needs effectively. Through resources and outings in the community the children learn to accept and respect peoples differences. The high staff to child ratio currently enables the youngest children to mix with the older ones which has many benefits for the children. The younger children learn from the older ones and the older children learn to show consideration for the younger ones, also siblings have the opportunity to spend time together. However this does sometimes impact on the ease of access to the resources as staff are conscious of promoting safety.

Effective partnerships with the local school ensures children have a smooth transition. Information is shared regarding those using the before and after school service who are still in the early years foundation stage. This helps to ensure continuity in their care. Good care is taken to ensure parents are well informed of all aspects of their child's care in the setting. Carefully planned introductions are made, enabling children to settle easily into the environment. Comprehensive information is displayed regarding the service provided and also information about children's development. Parents have easy access to their children's development records and staff are always available to discuss the care and education offered. Since the last inspection the manager/owner has sought effective advice and support to improve the setting. She has worked tirelessly, making a plan of action based on a clear evaluation of the provision. This has involved both short and long term plans affecting all aspects of the service. The action plan is clearly displayed for all the staff to see and indicates the progress and areas for ongoing development. Whilst informal feedback has been obtained from parents and staff more formal reflective ongoing feedback will help the setting to maintain continuous improvements relevant to the people who use the service.

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

Children demonstrate increasing awareness of their own bodies and the benefits of exercise. For example a young child recognises a faster heart beat is because they have been running. They enjoy packed lunches provided by their parents which are stored appropriately to ensure they remain fresh. Healthy fruit snacks are offered mid morning and afternoon and drinks of water are always available. Children demonstrate increasing awareness of good hygiene routines as they routinely wash their hands before snacks and meals and use their individual small towels to dry their hands. They show a good awareness of safe behaviour relevant to their age and understanding. Staff encourage, and remind them, of safe behaviour, for example reminding them to walk indoors and why. The fire drill is undertaken regularly ensuring the premises can be evacuated swiftly and that all involved know what they need to do in an emergency. Behaviour is good. Staff set a good example to the children through their own interactions with both adults and children. Good manners are encouraged and children thrive on the meaningful praise and encouragement staff offer them.

Children enjoy the high quality fact and fiction books which are attractively displayed in a comfortable area which they use independently. For example, a young child crawls onto the cushions and settles back to watch what is going on around, whilst an older child selects a book and lays down on the floor to look at the pictures. A daily story time is enjoyed by the children in addition to impromptu stories. This encourages the children's awareness of the written word, their imaginations and love of books. Children regularly go to the library to select books for the setting, increasing their awareness of their local community resources. They have access to a variety of mark making materials encouraging their early writing skills. Children enjoy a daily action song session which helps them to develop their language skills, co-ordination and balance. Numbers are displayed around the setting and staff encourage children to count, recognise numbers and think about size, shape and position as they play with a variety of resources. Prompts around the setting successfully encourage staff to think about their interaction with the children and the language they use to encourage children. Children learn about the natural world around them through their outings and activities such as growing herbs and mushrooms. They develop their creative skills through role play in the attractive home corner and using the wide selection of dressing up clothes and they sing and dance. Physical development is encouraged on outings to the play park and as they undertake circuit training indoors. They demonstrate increasing skill and dexterity as they use tools and containers in the sand and water trays.

The settings system for observing and planning for children's developmental progress is good and continuing to develop as staff increase their observational skills and knowledge. This is enabling planning to take each child's individual needs into account when activities are planned. However, sometimes the children cannot easily access the resources relevant to their developmental abilities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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