

Sunnybank Pre-school

Inspection report for early years provision

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Inspector Mr Rasmik Parmar

Setting address Sunnybank Pre-School, Saddleworth Road, Greetland,
Halifax, West Yorkshire, HX4 8LZ
Telephone number 01422 370162 or 07960387314
Email sunnybankpreschool@gmail.com
Type of setting Childcare - Non-Domestic

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Introduction

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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 open Monday to Friday from 9am to 11.30am and 12.30pm to 3pm during term time only. Children are offered lunch between sessions where they eat a packed lunch provided by their parents. The setting is registered on the Early Years Register to care for a maximum of 20 children at any one time. There are currently 40 children on roll.

There are seven practitioners, all of whom hold relevant qualifications in early years to level 3, and the manager has a degree in childhood studies. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and supported well by practitioners who have a clear awareness of each child's individual needs. Practitioners show a clear commitment to promoting inclusion. Successful partnerships with parents and other settings result in positive outcomes for children. Regular self-evaluation ensures that any priorities for future development are realistic and acted on, resulting in a service that is keen to move forward and responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- develop opportunities to extend children's learning and development at home.

The effectiveness of leadership and management of the early years provision

Children play in a safe, secure environment where practitioners are caring, attentive and effective in maintaining a relaxed atmosphere where children happily play and learn. Rigorous recruitment and checking procedures ensure that staff are suitable to work with children. Furthermore, the manager has attended training in recruiting safely. The commitment of the manager and practitioners to attend training ensures that children are cared for by a knowledgeable team. There are clear policies and procedures in place to protect children from harm. The safeguarding policy is understood by all practitioners and all are aware of their

roles and responsibilities in this area. Risk assessments and accident records are regularly reviewed to ensure the environment and activities both indoors and outdoors remain safe for children. Practitioners undertake checks on a daily basis to ensure the premises are suitable for children. All staff hold current first aid qualifications and all the required information and consents are obtained from parents.

The setting is well resourced, bright and welcoming. The indoor and outdoor areas are well organised to support children's learning. There is easy access to age-appropriate toys and equipment, as these are arranged at low level to encourage independence. Children are well cared for in a fully inclusive setting where practitioners know them very well and fully respect their individual needs. Practitioners have a confident approach to equality and diversity. They discuss similarity and difference with children and sensitively raise their awareness of different cultures and disability. Successful partnership with parents is underpinned by open communication and is maintained through a variety of methods. Parents receive good quality information about the setting and their views are welcomed through regular discussions and questionnaires. They are involved in initial assessments for their child through practitioners carrying out home visits to find out background information on the child and family. Parents are take home their child's assessment records regularly and are able to make comments. They are also provided with monthly progress sheets about their child's progress towards the early learning goals and their next steps. However, there are missed opportunities for parents to actively encourage and support their child's learning at home.

Transition documents are prepared by the setting and given to the local schools where children will be moving to. Transition arrangements involve practitioners, who visit the schools with children. Also, children have visited their new schools with parents and met their teachers so that they can become familiar with their new surroundings. Children attending the setting are also cared for by other providers, and the setting has recently introduced a book which is shared between these settings and parents in order to ensure consistency in children's learning and development. Practitioners recognise their strengths and areas for further development through processes of self-evaluation. All the actions and recommendations raised at the last inspection have been addressed as part of maintaining continuous improvement. Furthermore, all practitioners have updated their knowledge in health and safety, food hygiene, safeguarding and behaviour management. Good communication takes place through informal daily discussions and regular team meetings, ensuring sessions run smoothly and enabling each child to work towards achieving their individual potential.

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

Children are extremely polite and work well independently as well as cooperating with their peers. A good process is in place to ensure all children are effectively progressing towards the early learning goals. Key persons are responsible for maintaining assessment records for small groups of children. Information obtained

from parents is used as a starting point in the child's learning journey. Observations and assessments are successfully used to identify gaps in the children's learning and development to chart their progress. Practitioners plan and provide a comprehensive variety of stimulating activities that incorporate children's interests and their next steps.

The set-up of the building allows for children to have free-flow access from indoors to outdoors at all times. They are encouraged to seek resources from both the inside and outside learning environment, which are used almost seamlessly, to promote their learning in all areas. Children are enthusiastic, inquisitive learners who are eager to attend the setting and explore the opportunities offered to them. They are confident individuals who develop their independence skills, making choices throughout the setting. They show good concentration and perseverance in tasks and activities because they engage their attention and imagination. Children develop very good relationships with each other and adults, who help them to feel secure and settled within the child-centred environment. Clear explanations and opportunities for children to ask questions at circle time help to reinforce their learning about the current theme and improve their verbal communication skills.

Children enjoy learning about the world around them, and while playing outside they search for mini-beasts. They find worms and delight in watching and holding woodlice in their hands. They visit farms and interact with many different types of animals. Children participate in planting activities and wait patiently for cress, lettuce, tomatoes, potatoes and flowers to grow, and participate in observing the life cycle of mini-beasts. They learn about the wider world as they celebrate festivals, such as Chinese New Year, and eat foods from a variety of countries during theme days. Children are provided with healthy snacks of fruit and foods low in sugar and salt as the setting has a dental hygiene award. Between sessions children eat a packed lunch provided by parents and they have independent access to drinking water.

Children develop skills in everyday technology, such as using the mouse and large keys on a child-friendly keyboard to interact with educational games. They also use cameras, mobile phones and cash tills. Their creative development is encouraged through a number of different media, such as play dough, paints, crayons, water and sand. They enjoy playing with a variety of musical instruments from around the world and learn to sing rhymes. Children's language and communication skills are fully promoted throughout the setting. There are pictorial signs, photographs of children and displays of their work, developing their sense of belonging. They enjoy reading books and an enticing area of cushions and books is created for children to sit and explore these in. Children confidently use mathematical language as they compare shape and size. They enjoy number rhymes and learn to count and match numbers. They confidently use their initiative to solve problems through games, jigsaws and counting in daily routines.

Children's safety and security is of utmost priority and very highly regarded. They learn how to keep safe through listening to stories and participating in discussions about people who help us. They show a secure understanding about keeping themselves safe, such as using outdoor resources safely. Practitioners take positive

steps to promote children's health and well-being. Posters in the bathroom remind children how to wash their hands effectively and they do this routinely before snack and after using the toilet. There are procedures to ensure the premises and equipment are kept clean to the highest standard.

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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