

# Sunny Corner Pre School

Inspection report for early years provision

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**Unique reference number**

EY347653

**Inspection date**

20/07/2012

**Inspector**

Carly Reigler

**Setting address**

Umbrella Nursery, Buckland Community Hall, Roosevelt  
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**Telephone number**

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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**

Sunny Corner Pre School registered in 2007. It is a privately run setting operating from one main room in a community centre in Dover, Kent. An enclosed garden area provides space for outdoor activities for all children. The setting is open in school term times from 9.30am to 3.30pm Monday, Wednesday and Friday.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children from two years to the end of the early years age group may attend at any one time. There are currently 42 children on roll attending different sessions across the week.

The setting employs six members of staff, all of whom hold an appropriate early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Sunny Corner Pre School provides a good level of care and ensures children's welfare needs are all met. Children's safety and well-being are a priority and, overall, the setting has good relationships with parents. This is an inclusive setting where adults enjoy strong relationships with the children and cater well for their individual needs. Activities promote the majority of children's developmental areas very well. The manager strives for continual improvement by encouraging staff to embrace training opportunities. Effective self-evaluation takes place and the setting demonstrates a good capacity to improve.

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

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

- extend the support for children to use a range of ICT equipment, including items such as cameras, CD players and programmable toys in addition to computers
- increase the encouragement and opportunities for all parents to share their views on the care and education provided to further inform future planning.

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

Effective recruitment and induction arrangements are in place. Well-maintained documentation, records, policies and procedures are in place to promote children's

health and safety. Staff have a good understanding and knowledge of procedures to follow if they have concerns about a child. Risk assessments are robust and well evaluated. Security is taken very seriously and staff are highly vigilant. Hazard checks take place daily.

The manager has a developing vision for the setting and high expectations of her team. She works directly with the children and is a good role model to staff members. Careful self-evaluation takes place through regular team meetings. Staff share views, information and knowledge, and work together to identify areas for improvement. Staff are actively encouraged to attend training where available and to further their qualifications.

The setting is light and airy with colourful displays and posters around the room. Positive images of diversity throughout the setting, along with discussions and activities, encourage the children to challenge their thinking and embrace difference. The outdoor area is small but offers ride-on toys and a sandpit. Indoors there is plenty of space and children enjoy playing with equipment such as tunnels, a climbing frame, slide and mats for dancing and movement.

The setting has a good range of toys and equipment. There is a well-stocked trolley where children can help themselves to materials for mark-making and different types of paper. Equipment is age-appropriate, clean and in excellent condition. Staff encourage a commitment to sustainability by helping the children not to waste paper or water and by using recyclable household materials such as wool and fabric in their creative play.

Staff foster good partnerships with parents and their views are highly respected. Staff collect information from them and use this to plan for children's learning. Informal discussions with parents help staff to identify and prioritise areas for future development. This arrangement is successful in encouraging suggestions from some, but not all parents. Display boards inform parents about the activities planned and open evenings provide staff and parents with the opportunity to discuss children's progress. Parents take their child's learning journeys home and are able to write comments or provide information to staff in these. Outdoor events such as a trip to a local farm are accompanied by parent helpers. Parents also attend events such as the nativity play at Christmas and Sports Day in the summer months.

Useful relationships are in place with external agencies. For example, health professionals come in to the setting to talk with parents about healthy eating. Parents are also signposted to events and courses at the Children's Centre. Local authority professionals support the staff in producing action plans and undertaking audits. Primary school teachers visit the setting in order to support children in their transition to school.

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

Children enjoy an appropriate balance between adult-led and child-initiated activities. They wholly embrace the opportunities for role-play, running around the hall, negotiating and communicating with each other in their play. There is a carpeted reading area for quiet times and stories. Tabletop activities provide opportunities such as messy play and modelling clay. A recent visit to a farm successfully captured the children's imaginations inspiring them to create colourful pictures and collages on their return. Overall, the good range of resources supports children's learning well, but they have limited access to ICT equipment and programmable toys. The children's knowledge of the world around them is promoted well using equipment such as magnets, which children use to see what they can attract. Children use scooters and tricycles whilst they are outside and this helps them develop their pedalling and balancing skills.

Planning is discussed weekly as a team and is based on regular observations of the children. Children make good progress in their learning and development. Key persons who are responsible for their own small group of children, know them well, ensuring activities planned meet their individual needs. Children develop their literacy skills by reading together and by writing letters to their families and friends. They are learning their numbers well and enjoy opportunities to solve problems, for example how they will fold their letters so that they fit inside the envelopes. Role-play resources which reflect school, such as uniforms, shoes, school bags and pencil cases, support children to prepare for their transition into school. Activities such as thinking about what might be good choices for a lunchbox at school help them to make healthy choices about their food.

Children display extremely good behaviour and are aware of the rules and boundaries of the setting. For example, children are very good at sharing but understand and accept that staff use a timer where resources such as ride-on toys are limited. They make positive choices in their play, enjoy close friendships and invite others to share their experiences. They are prepared well to face the challenges of the future.

Children use the toilet independently and know to wash their hands before and after eating. Children enjoy healthy snacks as they enjoy a selection of fresh fruits and are given a choice of milk or water. A jug of water and small beakers are easily available to the children, and is replenished as required. Parents provide packed lunches for the children, and are encouraged by the setting to provide healthy choices in these. Following the previous inspection, staff now recognise the importance of the need to lead by example, and they implement this well.

Children settle quickly and are very keen to investigate the resources around them. They know who their key person is and are able to identify them easily in coloured shirts. This supports children in feeling safe and secure. Children are reminded to keep safe, for example as they move around the room. Staff act as good role models and consistently offer children meaningful explanations so that they can begin to understand the implications of their behaviour and make decisions about

this. Children are aware of fire procedures and emergency drills as they take part in these regularly.

## 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

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

<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

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

Met