

# Sunny-Ile Preschool Playgroup

Greenfylde School, Ilminster, Somerset, TA19 0DS

## Inspection date

18/09/2012

Previous inspection date

26/03/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are provided with a stimulating, well organised environment. Resources are attractively presented and allow children to make independent choices.
- The educational programme is monitored well so that children enjoy a broad and balanced range of experiences in particular, in developing children's communication and language skills. Consequently, they make good progress in their learning in relation to their starting points.
- Children are happy and settled as key people have established close and caring relationships with them.
- Children's safety is paramount. Staff are vigilant and support children to become aware of how to keep themselves safe.

### It is not yet outstanding because

- Staff have yet to fully develop arrangements to support parents with their child's learning at home.
- The organisation of whole groups time are too long and do not consider the age and stage of development of the children currently attending.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector arrived at 9.08am and had a tour of the premises with the manager.
- Observations of the children were carried out both inside and outside the premises.
- The inspector spoke to parents.
- The inspector had a discussion with the manager, looked at relevant documentation including the policies and procedures and the children's profiles
- A joint observation was carried out with the manger during story time.
- The inspector fed back to the manager and chairperson and left the premises at 2.45pm.

## Inspector

Rachael Williams

## Full Report

### Information about the setting

Sunny Ile Pre-school was registered in 1992. It operates from a large temporary building in the grounds of Green Fylde Primary School, close to the centre of the town of Ilminster, Somerset . The children attending have the use of the main playroom, which includes a toilet area and kitchen facilities. They also have access to the school hall, school playing fields and playground.

The setting is registered on the Early Years Register. There are currently 46 children on roll. The group is open daily from 9am to 11.45 am, and 12.45 pm to 3.30 pm term time only. Additional lunch club sessions from 11.45 am to 12.45 pm are offered. The setting is in receipt of funding for the provision of free early education for three and four-year-old children. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language.

The voluntary committee employ a qualified teacher as the manager. She is supported by eight members of staff who work directly with the children; of these, four have level 3 early years qualifications and two have level 2 qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the organisation of whole group times to consider the needs of the different age ranges that attend
- provide greater support for parents in guiding their child's learning at home.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff support children well to develop relationships when they are new to the setting. Short group activities where children are actively involved encourage their good sense of belonging. For example, staff use Sunny Ted well to encourage children to take turns and affirm their identity. Children are aware of the routine and enthusiastically participate and listen to each other. Consequently, they are developing good skills and attitudes to promote their next steps in learning.

There are daily opportunities for children to develop their communication and language skills where staff interactions challenge the children effectively. In small groups staff support children to develop storytelling skills related to their experiences. For example, children visit the zoo and identify different animals that they may see. They move in different ways to represent the animals and repeat the sounds that they make. Children listen carefully and repeat new vocabulary, such as to compare the size of animals. Staff support children learning English as an additional language well and they are fully engaged in the group activity. They search for props to represent the animals they see on their journey and staff praise them for their contribution. Staff further support children's understanding through the use of a recognised sign language. As other children enter the room having finished their key group activity the member of staff is mindful of her groups

continued engagement and gives them the opportunity to carry on with their activity.

Staff do not always consider the organisation of large group times to meet the needs of those children attending. For example, at the end of the session, while staff are preparing the room for collection and lunch, children sit in a comfortable book area to share a story. The story relates to the theme of pirates that is a current interest for some children. Older children participate well and are engrossed in the story and illustrations. However, younger children become disinterested and staff interrupt the story to try and gain their attention. Staff hurry the story to engage children in action rhymes consequently, children sit for too long a time and learning is not consistent for all children.

Staff take time to listen to children's ideas and plan activities according to their interests. For example, a child has a current fascination for woodwork therefore, staff have provided tools and sawdust for children which they competently transport using a range of vehicles. Children enjoy a wealth of experiences that cover all areas of their learning with a good balance of child-initiated and focused activities. Consequently, they make good progress in relation to their starting points. Staff know their key children well and effective systems have been established to assess children's progress and identify their learning priorities. Staff regularly discuss these with parents at each consultation.

Parents are able to contribute to children's learning through the wow board. Staff acknowledge these comments and are included in the children's pathway document to influence planning. Parents willingly volunteered their time such as, as a committee member gardening with the children and a French karaoke. As yet, systems have not been established to offer parents support with their child's learning at home.

### **The contribution of the early years provision to the well-being of children**

Staff have given careful consideration to the organisation of the learning environment, both indoors and outside. Resources are stored at a low level and are easily accessible. Children's independence is fully encouraged, such as through the use of a 'choosing book' as they make choices about their learning. Parents positively describe the setting as 'welcoming' with a 'happy atmosphere'.

Staff have reorganised snack time to provide more opportunities to develop children's independence so they can make decisions for themselves. Children may choose a healthy snack either wholemeal toast or a boiled egg. They competently pour their own drinks and spread butter on their toast using knives safely. Staff are supportive. They give children the opportunity to have a go independently and assist when asked. They provide children with clear instructions and model the correct action so that children can experiment. Children are aware of the importance of washing their hands before eating their snack and are beginning to do so without reminders as they learn the good hygiene routines of the setting. There are regular opportunities for children to be outside and active in the well-organised and resourced outdoor area. For example, children negotiate space well on the scooters and tricycles on the different surfaces and slopes. Staff listen to parents views and have provided more challenging ride on toys such as balance bikes. Staff are good at

consolidating children's understanding of rules and ways to keep themselves safe. For example, children are given gentle reminders not to run inside and are given clear explanations both verbally and with signing.

The key person system is well established. Staff are developing positive and caring relationships with the children. Staff support children well as they settle into the provision. They ensure they have good knowledge of the children and their starting points through their discussions with parents. Staff have established strong links with the school and there are regular opportunities for visits throughout the year, such as festivals and community celebrations. Staff have developed good transition arrangements to enable children to be happy and settled as they move to school. For example, staff place uniforms in the role-play area and photographs of the school environment are available for children to observe. There are clear arrangements to share information with other early years settings through regular consultations.

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

Staff provide children with a safe and secure environment to explore, which is thoroughly risk assessed. Staff regularly review accident records to further improve the high standards. They develop appropriate health plans when required which they successfully link to the risk assessments to prevent incidents occurring. Staff routinely record visitors to the setting and wear badges for easy identification. There are good arrangements in place to ensure that children are collected by suitable adults; adults are listed in children's individual records and photographs are supplied. There are good systems in place to ensure that all staff and committee members have completed appropriate vetting procedures. There are clear recruitment and induction arrangements to ensure staff are suitable to care for children. The safeguarding lead has good understanding of her responsibility and has followed procedures effectively to ensure child protection issues are dealt with promptly. She has effectively engaged with key agencies to share concerns. All staff have completed safeguarding training and this is regularly reviewed on inset days and at staff meetings.

There are good systems in place to monitor staff's performance. They have regular supervisions and annual appraisals that identify training needs and their continuous professional development. In addition, staff have requested opportunities to observe each other and to share good practice. Staff have visited other settings and have found this valuable to improving their practice. Staff work well as a team and there has been a strong focus on developing relationships since the new manager and staff have started at the setting. All staff are now involved in the processes to evaluate the provision. For example, their current objective is to improve partnerships with parents. There has been good progress since the last inspection and all issues have been successfully addressed. For example, the organisation of the environment has been greatly improved as children are able to access resources independently. The manager is beginning to monitor the educational programme well. For example, reviews of assessment arrangements has identified that some elements of number need a higher focus in future planning.

Parents receive a wealth of information regarding the setting that includes well-written policies and procedures that staff implement well. Parents feel confident to influence improvements at the setting through the committee and an annual questionnaire. They commented favourably on the 'approachable and committed' staff and their 'expertise and awareness of children's needs'. The manager has effectively collated the information gained from parents and has responded to parents requests. For example, parents are unsure of the context of the artwork that goes home therefore, staff will record what children have said so that parents can discuss this at home. The manager is aware of her responsibility to engage with other agencies and professionals to support children when required. There are good systems in place to share information with other early years provisions.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act

2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	142959
<b>Local authority</b>	Somerset
<b>Inspection number</b>	814039
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Sunny Ile Pre School Playgroup
<b>Date of previous inspection</b>	26/03/2009
<b>Telephone number</b>	01460 259732

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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