

# Sunflower Sherards Hatch Pre-School

Sunflower Sherards Hatch Pre-School, Ployters Road, HARLOW, Essex, CM18 7PS

<b>Inspection date</b>	13/12/2012
Previous inspection date	06/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Learning is enhanced by staff, who encourage parents to share what they know about their children. This valuable information helps them to effectively plan a wide range of activities, which motivate and engage children's interest.
- Children's well-being is supported effectively through the strong attachments they make with staff.
- Partnerships make a strong contribution towards meeting children's individual needs. This is because staff work hard to build effective relationships with parents and relevant professionals involved with children.

### It is not yet outstanding because

- The outside play area lacks visual stimulation and particular resources, such as text and opportunities for children to investigate the natural world. This restricts their chance to learn about the natural world and literacy.
- At times children are not encouraged to try and do things for themselves, such as putting on their own coat as they get ready for outdoor play. Consequently independence is not always fully supported.

## 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main hall, quiet area and outdoor play area.
- The inspector held meetings with the manager of the pre-school and key persons working with the children.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, and a range of other relevant documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Ann Cozzi

## Full Report

### Information about the setting

Sunflowers Sherards Hatch Pre-School was re-registered as a Limited Company in 2010. It is one of a group of five settings run by Great Parndon Community Association. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school operates from a community building in Harlow, Essex. It comprises a large hall, small quiet area, kitchen, toilet facilities and a secure enclosed outdoor play area. The pre-school serves the local and wider community.

The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications. The pre-school opens five days a week and sessions are from 8.45am to 11.45am and 12pm to 3pm each week day, term time only. Children attend for a variety of sessions. The pre-school cares for children from two to five years of age. There are currently 27 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school receives support from the local authority.

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

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

- review organisation of the outdoor learning environment to ensure that it offers children learning opportunities across all areas, by providing stimulating visual resources and equipment which encourage exploration and investigation of the environment
- improve children's opportunities to consistently develop independent skills through everyday activities.

### **Inspection judgements**

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

The educational programme ensures that children are provided with a wide range of learning opportunities. Staff show a good understanding of the individual learning needs of children in their care. They implement a wide range of teaching styles to support children's learning. For instance, they use intonation, open questioning and visual description. Planning is linked to children's individual needs and interests. This provides a range of challenging activities across all seven areas of learning. Staff monitor children's progress and take appropriate steps to ensure that they are fully supported.

Children in this setting make good progress based on their age, abilities and starting points. Key persons promote successful transition from home. This is achieved by time spent ensuring that children are happy and secure in the environment. Opportunities for children to explore, investigate and learn in the indoor environment are well embedded. However, those who show a preference for the outdoors have less opportunity, to engage

in and extend their learning across all areas, such as literacy and understanding of the world.

Children's interest in information, communication technology is supported well. The progress they make is enriched by the good understanding of staff of how to involve and promote each child's interest and participation. Children enjoy accessing age appropriate computer programs. Supported by staff they discover how the computer works and what they can use it for. For example, they successfully create their own unique space creature. They learn how to control the mouse, demonstrating developing physical skills. Supported sensitively by staff, they are able to move it slowly; achieving their goal. Children demonstrate a real sense of pride at their own achievement, excitedly showing staff their finished creations.

Staff act as good role models as they calmly teach children about sharing and taking turns. For example, they encourage listening skills, allowing time for children to think and control what they do next. Children show good control and coordination in both large and small movements. For example, they successfully pick up and manoeuvre puzzle pieces into the correct space. Children move confidently inside and outside of the setting in a range of ways. For example, when steering wheeled toys they safely negotiate their way around. All children are supported in developing language skills. For example, they successfully identify individual animals on puzzle pieces when asked. Children's understanding of more complex instructions is evident when they are asked to finish their activity and prepare for snack time. They use their imagination based on real and make-believe experiences. For instance, they take their baby for a ride in the pram during role play.

There are clear systems in place to assess children's starting points on entry. These assessments are maintained throughout their time spent in the pre-school. Staff work closely with parents and carers providing them with information about their child. This includes daily discussion and regular face-to-face meetings. This ensures that parents are provided with clear information about their child's progress. They are also encouraged to share information about their child's individual interests and achievements at home. Information gained is used by the key person to advise planning and set targets. This ensures that parents and carers share in the identification of their child's future learning.

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

There is an effective key person system and staff are well deployed throughout the setting. This means that even children attending for a relatively short period of time, are supported to form secure emotional attachments. This contributes towards developing children's confidence and exploration, embedding skills for future learning. As a result, children display a very strong sense of belonging and high levels of self-esteem. They are supported well by staff to discuss their feelings and learn about being kind to others, for example, taking turns and sharing resources with peers.

Prior to entry staff take the time to learn about children's individual needs, likes and dislikes. Older children are helped to prepare for school by a proactive staff team. Children

gain an understanding of how to maintain a healthy lifestyle. This is achieved through regular access to outdoor play, physical activities and healthy options at snack time. Children develop some good self-care skills as they begin to understand the importance of addressing their own personal care and hygiene. For example, they use the toilet independently and learn about washing hands to prevent the spread of germs. However, they are not consistently encouraged to try and put on their coat on or pour their own drink at snack time. Children join in activities which teach them how to take appropriate risks and what they should do in emergency situations. For example, they practise fire evacuation procedures.

The good organisation of the indoor learning environment, inspires children to be creative and play an active part in their learning and development. For example, child-height storage and furniture means that they are enabled to make decisions about their play and investigation in a safe child-centred environment. There is no bias in staff practice, which ensures that all children are treated with equal concern in relation to gender, race or disability. Children enjoy learning about the world around them and their backgrounds are reflected well within the pre-school.

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

There are robust systems in place with regard to safeguarding children. This ensures that all staff clearly understand their responsibility to protect children's safety and well-being. Training has been undertaken, which ensures that all staff know how to make a child protection referral should they have a concern. Positive relationships are fostered with other professionals, which helps to foster a multi-agency approach towards children and their families. Written risk assessments and daily safety checks help staff to ensure potential risks to children's safety are minimised inside and outside of the pre-school.

There are vigorous systems in place for the recruitment of staff, which ensures that only those who are suitable, trained and experienced are employed. The provider and manager support each other well to ensure the smooth running of the setting. This has a positive effect on the pre-school and children attending. Professional development is maintained by the manager, who undertakes regular monitoring of practice. A wide range of relevant policies and procedures are in place and maintained. Training opportunities are well chosen and enhance the care and well-being of children attending. Paediatric first aid and food hygiene training are updated regularly. This enables staff to provide appropriate care to children in the event of an accident and ensures that food provided at snack time is prepared safely.

The manager and her staff have developed clear action plans for improvement. These are informed by ideas generated by children, parents and the local authority development officer. Self-evaluation is active and ongoing, identifying strengths and areas for future improvement. For example, the indoor environment has recently been reorganised to further meet the needs of all children attending. Staff monitor children's progress and take appropriate steps to ensure that any identified gaps in learning are addressed. Further support is actively sought from outside agencies for children with special educational

needs and/or disabilities. Partnerships with parents are strong. They speak extremely highly about the support provided by staff to the whole family. All parents spoken to stated that they would recommend the pre-school to others.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### 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>	EY420549
<b>Local authority</b>	Essex
<b>Inspection number</b>	875691
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Great Parndon Community Association
<b>Date of previous inspection</b>	06/10/2011
<b>Telephone number</b>	01279866385

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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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