

# Sunnydays Playgroup

Knypersley First School, Newpool Road, Knypersley, STOKE-ON-TRENT, Staffordshire, ST8 6NN

<b>Inspection date</b>	03/12/2013
Previous inspection date	12/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are confident communicators as staff provide them with a range of opportunities that encourage their language and listening skills.
- Children show a strong sense of belonging due to the positive relationships they have with staff who care for them.
- Children are safe and secure because the staff have a good understanding of how to safeguard children and keep them safe, by effectively minimising risks.
- Partnerships with parents are well established and information is shared regularly about children's care and learning. This enables the individual needs of the children to be met, supporting their emotional well-being.

### It is not yet good because

- Adult-led activities do not support all areas of learning, and those that are planned are too adult directed and insufficiently challenging for the children.
- Children are not able to freely select resources to support or extend all areas of their learning.
- Systems to monitor that children are making progress in all areas of their learning and development are not yet embedded, and therefore, gaps in provision are not fully identified and acted upon.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector conducted a joint observation of a story session with the manager.
- The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a sample of policies and health and safety records.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector took into account the views of parents spoken to during the inspection, the setting's parent surveys and the manager's plans for improvements.

## Inspector

Sharon Lea

## Full report

### Information about the setting

Sunnydays Playgroup was registered in 2004 and is on the Early Years Register. It operates from a classroom within Knypersley First School, Stoke-on-Trent in Staffordshire and is managed by a voluntary management committee, made up of parents of children who attend the playgroup. Children attending the playgroup come from the local area. Children have access to a secure enclosed outdoor play area in the grounds of the school. Positive links with the school are well established.

The playgroup employs seven members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 and one at level 2. The manager has a qualification at level 4. The playgroup opens Monday to Friday, during school term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. A daily lunch club operates from 11.45am until 12.15pm. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It receives support from the local authority.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop planning to ensure that adult-led activities are balanced across all areas of learning and that these provide the children with an appropriate level of challenge, according to their abilities and next steps in learning
- improve the learning environment to enable children to freely select resources which support and extend their learning opportunities. In particular, this relates to mark-making resources to support children's skills in literacy, and creative resources and a role-play area to support their imagination and their development in expressive arts and design.

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

- embed a system for monitoring the progress of all children to ensure that they are making good progress in all areas of their learning and development and that any gaps in provision are identified and acted upon.

## Inspection judgements

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

Staff have a satisfactory knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They observe children during their play, and use the information they gain, to identify the next steps in their learning. This is used to inform their planning, which includes opportunities to support all areas of learning and identifies activities which will be adult led. However, these opportunities are mainly focused on creative activities and do not provide a balance across all areas of learning and development. In addition, the activities are too adult directed, and therefore, do not provide children with an appropriate level of challenge or enable them to express their own individuality. Staff record children's progress through written observations and photographs of them engaged in activities, which illustrate their developing skills. While observations demonstrate that children are making progress, they are not currently monitored sufficiently to ensure that children are making progress in all areas of their learning and development. Therefore, gaps in the provision for expressive arts and design are not sufficiently identified and acted upon.

Children are confident communicators as staff provide them with a range of opportunities that encourage their language and listening skills. Staff skilfully share stories, such as one about owls, using lots of expression and a range of vocal tones to build their excitement and anticipation. They engage the children by allowing them to each hold a soft toy owl and involve them by encouraging them to join in with the repetitive lines of the story. Staff ask the children open-ended questions during the story, encouraging them to predict what will happen next. At the end of the story, children are asked to recall events from the story. This helps them to develop their thinking skills, alongside their confidence in communication. Children can select books of their choice from the wide range freely available to them. This supports their developing literacy skills. Staff talk to the children during play about what they are doing and extend their thinking through open-ended questioning. For example, while playing with dough, staff ask the children what the dough feels like and encourage them to make different sized shapes, developing their mathematical understanding of shape and size. This supports children to develop the skills they need for the next stage of their learning, such as school.

Children are supported appropriately in the transition from home to the setting as staff obtain information from parents about their child's developmental skills. Display boards within the main hall share examples of the children's creative work for parents to enjoy. Parents are encouraged to look at their child's individual development profile whenever they choose and observations that parents share through 'wow' moments are used to contribute to children's assessment profiles. Staff complete a thorough 'progress check at age two', sharing a detailed report with parents and update them on their child's ongoing progress each term and during twice yearly parents' evenings. Staff actively promote parental involvement in learning in the setting through 'make and do' days where they are invited in to get involved with creative activities with their children. Each child has the opportunity to take Paddington bear home, taking photographs and recording his adventures in his diary, to share on his return with the other children. Ideas for things to

do at home, such as nursery rhymes or songs to sing, are shared on monthly newsletters. This supports parental involvement in their child's learning both in the setting and at home.

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

The setting is small, friendly and staff provide a welcoming environment. There is an appropriate key person system in place, which enables children to select which staff member they form an attachment with. This, alongside flexible settling-in visits, supports children in settling quickly and smoothly into the setting. As a result, children develop positive relationships with staff and show a strong sense of belonging in the setting. Parents contribute information about their child's care and learning needs on entry to the setting. This enables children's individual needs to be met from the outset, thereby, supporting their emotional well-being. Parents speak highly of the care and attention which staff show to their children and how their children have developed in confidence as a result. A varied selection of good quality resources are available indoors and outdoors to support children's play experiences. Open shelving and photographic labels on storage boxes and drawers enables children to freely select additional resources to support or extend their learning opportunities. However, those available do not support children in all areas of their learning and development. For example, resources to support children's early writing skills are not available at all times, which has an impact upon their developing literacy skills. In addition, opportunities for children to be spontaneously creative are limited as children do not have resources freely available for them to explore, nor do they have a role-play area to support their developing imaginations. Therefore, their development needs in relation to expressive arts and design are not fully met.

Healthy lifestyles are appropriately promoted as the nursery provides healthy snacks and fresh water or milk to drink. Guidance is offered to parents regarding healthy lunch box ideas, and staff encourage children to eat their healthy foods before those that are not so healthy. Children have daily opportunities to be physically active in the outdoor area, so they learn about the importance of fresh air and exercise. In addition, weekly swimming sessions are available, supervised by high staff ratios and led by a qualified instructor, in the school's swimming pool on site. This is provided subject to available places and parental choice. Good hygiene routines are promoted as children are reminded to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and there are thorough records of accidents and any medication administered. Children develop their self-care skills through pouring their own drinks at snack times, washing their hands and putting on their coats for outdoor play.

Children are well behaved because staff are good role models who have a positive attitude to behaviour management. Staff remind them to use listening ears during story sessions, walking legs while they are indoors, and to use good manners at meal times. Children learn to play cooperatively as staff encourage them to take turns and to share with their friends. Staff make children aware of keeping themselves safe through encouraging them to sit on chairs properly, and making them aware of the yellow sign being out when the floor around the sink is wet. Preparation for children's transition to school includes

developing their independence and self-help skills and developing their confidence in skills, such as writing their own name. Arrangements are in place to share the children's achievements and Reception teachers are welcome to visit the setting. This helps support continuity of care and learning for children as they move onto school.

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

The manager has a sound understanding of her responsibility to comply with the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage, to keep children safe. A comprehensive range of policies and procedures, risk assessments and other documentation successfully enable staff to promote children's welfare. Access to the premises is secure and staff ensure that all children and adults sign in and out of the setting, and that visitor's identification is scrutinised. Daily risk assessments carried out by staff enables them to suitably protect children from potential harm, both indoors and outdoors. Staff are fully aware of the signs which may cause them concern regarding any safeguarding issues, and how to act to protect the children. Detailed information shared with parents on entry to the setting ensures that they are fully aware of the setting's policies and procedures. There are appropriate recruitment procedures in place to ensure that staff are suitably qualified, properly vetted and made aware of their roles and responsibilities. All new staff appointments are made through the setting's committee, which comprises of parents whose children attend the setting. New staff go through a thorough induction process, including health and safety, and understanding how to put policies and procedures into practice, which is reviewed throughout their probationary period.

All staff have relevant childcare qualifications, current first aid, and safeguarding and food hygiene qualifications. Further training is accessed through the local authority to enable staff to update their knowledge and further develop their skills. Information gained from training on the 'Every Child a Talker' initiative is utilised within the setting to support children's developing communication and language skills. This is also shared with parents to use at home with their children, through monthly newsletters. Regular, individual staff supervision sessions and annual appraisals are in place to reflect upon staff performance and identify areas for future development. The manager has started to evaluate the setting's strengths and identify areas requiring improvement. She has developed a detailed improvement plan for all areas of the provision and is keen to act upon identified improvements. This demonstrates that the manager has the capacity to drive the provision forwards, to further improve the outcomes for children. However, a system for monitoring the progress of all children attending the setting has yet to be embedded. This will ensure that any gaps in learning or the provision can be identified and acted upon, in order to prioritise and focus on areas of the setting requiring development, for example, resources to support expressive arts and design.

Partnerships with parents are well-established and parents confirm that they are well informed about the activities their child has been involved in. Following a parent's comment in a previous parent survey, about their child not always sharing what they had been doing in the setting, a daily whiteboard was introduced. This informs parents about

the session's activities, and the snack children have been provided with that day. This complements the daily verbal information shared by staff as they meet and greet parents at arrival and departure times. Parents share information about their child on entry to the setting and are actively encouraged to share 'wow' moments from home about their child. Regular progress updates and twice yearly parents' evenings ensure that information is shared frequently about children's care and learning. This enables the setting and parents to work together to support the individual needs of each child. Additional information is available via monthly newsletters, the setting's website and social networking page. Staff work closely with the school in which the setting is based. This means that children who move into the school are familiar with the school environment and their new teachers. Close links with other professionals, such as speech and language therapists, also ensures that children who need additional support, receive this to promote their progress.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	EY289730
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	877760
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	SunnydaysPlaygroup Committee
<b>Date of previous inspection</b>	12/06/2009
<b>Telephone number</b>	07960 014794

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## Type of provision

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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, which are usually the childminder's 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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