

# Sunnyside Pre-School Playgroup

Bar Lane, Stapleford, Cambridge, Cambridgeshire, CB22 5BJ

<b>Inspection date</b>	06/06/2014
Previous inspection date	25/09/2008

<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

- Children are animated learners. They enjoy a wide variety of exciting learning experiences, which are planned to reflect their interests and support good progress.
- Staff are considerate and attentive to children's needs. They take every opportunity to praise and reassure. As a result, children develop secure relationships with staff and make good progress in their personal, social and emotional development.
- Staff are attentive to the safety of children. Robust safeguarding and child protection procedures are implemented in practice and understood by staff. This provides a safe and secure setting and protects children from harm.
- The manager and staff are keen and committed to developing practice and extending existing training. This enables them to enhance teaching methods and provide good learning opportunities for children.

### It is not yet outstanding because

- There is scope to enhance the learning environment, to reflect further the diverse backgrounds, cultural similarities and differences of the children, by enriching the range of artefacts, resources and materials for them to explore.
- There is scope to extend on children's exploration of technology, by providing additional equipment, in order to increase their understanding of how to use technology for particular purposes.

## 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 spoke with the manager, parents and children at appropriate times throughout the inspection.
- The inspector observed activities in all rooms used by the children and the outside play area.
- The inspector looked at a selection of policies, procedures and relevant documentation including evidence of suitability checks and evaluations carried out by the manager.
- The inspector carried out joint discussions with the manager in relation to making observations of the children's play and learning.

## Inspector

Lynn Clements

## Full report

### Information about the setting

Sunnyside Pre-school Playgroup was established in 1970. They are registered on the Early Years Register. It is situated in Stapleford, Cambridgeshire and is managed by a voluntary committee of parents. The pre-school serves the local area and is accessible to all children. It operates from a self-contained classroom at Stapleford County Primary School and there is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff and a further member of staff is employed by the committee as the administrator. Of the childcare staff, four hold appropriate early years qualifications at level 3 and one at level 4. The manager is currently working towards an early years degree. The pre-school opens Monday to Friday, during school term times. Sessions are from 9am to 3.30pm on Tuesday and Thursday, 9am until 1pm Monday and Wednesday and 9am until 12pm on Friday. The optional lunch club runs each day apart from Friday. The pre-school offers two afternoon sessions, one for younger children and one for those children who are due to attend school. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The pre-school provides funded early education for two, three and four-year-old children. It supports a number of children with special needs and/or disabilities.

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

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

- enrich teaching and learning opportunities for children, by extending the range of cultural resources and artefacts, enabling them to explore similarities and differences between their diverse backgrounds and home cultures
- strengthen children's opportunities to explore and operate information and communication technology equipment, such as, computers, torches, cameras and programmable toys in order to consistently develop their understanding using age appropriate equipment and computer software.

### Inspection judgements

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

All members of staff in the pre-school have a good understanding with regard to supporting children's learning and development. Time is taken prior to placement to speak with parents or carers about the individual age, interests and abilities of their children. This information is then used well in order to plan activities that help the children to settle smoothly and confidently into the pre-school. Ongoing assessments are made in addition to these, such as, the progress check for children between the ages of two and three years. These assessments are shared with parents to ensure they are kept up-to-date with

children's progress and provide valuable insight into children's home learning. Staff make clear and purposeful observations of children as they play and subsequently learn. These observations are used well to identify what progress each child is making towards the early learning goals. Initially, staff focus on the prime areas of learning, this makes sure that each child embeds skills, which include language for communication, physical and their personal, social and emotional development. These are the building blocks on which staff then promote learning, such as, literacy, mathematics, knowledge of the world and expressive art and design. Together, these seven areas of learning provide children with the skills they require and need to support their future education and lifelong learning. However, there is scope to maximise children's learning about the world around them by extending the range of resources to support teaching about technology and diversity.

All learning, is achieved through very good quality play-based activities and role-play scenarios. All members of staff make observations of the children as they play and learn. These observations are assessed by staff, using their knowledge of the areas of learning. Staff identify where children are making good progress and where there are any potential or realised gaps in learning. If an area is identified, as a concern, they take action quickly in order to minimise or close gaps, wherever possible. This helps to make sure that the vast majority of children are fully prepared for the move into school. Where this is not achievable, support from other professionals is sought. This ensure all children including those with special educational needs and/or disabilities make good progress.

Children interact confidently with all the members of staff and each other. They enjoy using toys, resources and learning activities, both inside and outside. The children are free to make their own choices and decisions about their play and investigations, during the morning. This freedom leads to imaginative, complex play as the children explore in depth and discover more about what interests them. For example, some of the children are interested in herbs and living plants. They spend their time in the herb garden examining the differing plants closely. Children notice the various flowers and pick these to take to show members of staff. They notice for themselves the different shapes of the various flowers, from what they can see. Such as, the pom-pom type shape of the chive or the flatter petals of the mallow. Staff help children to extend what they know, encouraging them to explore further the texture, colour and smell. Children notice that the chive flowers are fluffy and pink, while the mallow is smooth and darker in colour. Next, with gentle encouragement from staff, they smell the flowers, breathing them in deeply. While smelling the mallow they smile, say 'ahh' keeping their eyes closed and making positive facial gestures. However, with the chives, they smell onion, which is not considered sweet at all. Staff use their understanding about teaching well, when interacting and supporting the children in their care. For example, while asking children questions, they make sure that they provide them with plenty of time to think about their response and listen carefully to what is said. In addition, staff throughout the pre-school, use open questions, which help to encourage responses from the children. This extends their developing vocabulary and understanding with regard to conversations. Children approach all members of staff with confidence, offering their ideas and asking questions competently and confidently. Staff encourage children to share their ongoing interests and ideas. For example, the children decide that they want to create a pirate ship in their classroom. They share their ideas with each other and members of staff, about what they will need to help create this. Staff provide children with a wealth of high quality media and materials,

which help them to explore their imagination and creativity. The children set to work, creating treasure maps, which they make look older, by cutting the edges with scissors and painting with diluted pale brown paint. Skull and cross bone flags are sourced and eye patches created. Their imaginations know no bounds as they add more and more ideas to the list. Staff are very receptive, encouraging children to problem solve for themselves. For example, how and with what could they make cannon balls? This is solved using balloons and papier-mache. The children concentrate for extended periods of time as they carefully paste strips of newspaper onto inflated balloons. Staff have high expectations of children and challenges are pitched well. This means all children continue to make good progress, across all areas of learning, towards the early learning goals.

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

Children are clearly settled and feel safe and secure within the pre-school. Their personal, social and emotional well-being is given high priority, making sure that they learn to interact with others, socialise and enjoy personal confidence and high levels of self-esteem. This provides the children with the self-assurance they need to make the move into school and deal with challenges on their life's journey. Parents and carers take time at placement, to make sure that all necessary information is shared with regard to their children's individual care needs. This includes any medical, dietary or religious requirements. As a result, staff are well-organised and planned, in meeting and supporting the needs of children and respecting carer and parental wishes. As a consequence, the health and care needs of children are well-met and they are protected from potential harm.

Attention to healthy lifestyles is promoted by staff. For example, they encourage parents and carers to provide healthy snacks and packed lunches, in order to help children thrive. Physical development is promoted effectively as part of the daily core practice. Children enjoy using large apparatus, both inside and outside. They use wheeled toys with growing competence and skill. Negotiating pathways around others and obstacles. Children's physical skills are developing well as a result. For example, they enjoy using the track-way outside. This has a variety of different surfaces for the children to experience, including a small hill, which they need to negotiate in order to continue their journey around the track. Children demonstrate their growing coordination and physical skills, along with their problem solving skills. They know that as they approach the small hill, they need to pedal slightly faster to gather enough momentum to travel up and over. The children also demonstrate their growing awareness in relation to keeping themselves safe, if they travel too fast they cannot negotiate the bend on the path and end up in the grass, so they know to slow down as they approach bends on their track-way.

The range of equipment, toys and resources is generally very good. Most is within easy reach and this enables the children to make their own choices and decisions. Sharing and turn taking are encouraged well. The children take responsibility for this. For example, while sharing ride on toys or the computer and other larger equipment, children use sand timers. They do this independently, letting the children who are already using the equipment know that they would like a turn next and showing them that they are starting the timer. As this is part of the daily routine, the children are well practised in doing this

independently and older children help younger or new children to learn about fair turn taking and sharing together. Taking responsibility in this way embeds positive, acceptable behaviour and fair expectations. For those children who require additional support with particular needs, such as, behaviour management, a one to one key person is organised to make sure that any possible negative impact on other children, is minimised. Additional methods, such as, re-direction, distraction and time out with a member of staff, are also practised to help children learn about and adopt suitable and acceptable behaviour.

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

Safeguarding children is a high priority for all members of staff. As a result, they all undertake regular safeguarding training. This makes sure that all staff know exactly what to do if they have a safeguarding or child protection concern. Clear policies and procedures are in place and implemented in practice. These are shared with parents and visitors, in order that everyone associated with the pre-school understands and respects required rules and procedures. This attention to detail helps with the smooth daily running of the pre-school and helps to protect children from harm. Staff recruitment and retention is robust and these systems are in place, to protect children at all times. All staff undergo required checks and no staff or visitors who have not been checked are left unsupervised with children at any time.

Ongoing training and appraisals ensure that staff knowledge and understanding, in relation to child development and good teaching methods, remains up-to-date. The manager monitors the provision of educational programmes, evaluating the quality of teaching and learning. This helps to ensure that staff motivate, confident and enthusiastic learners, thereby, enabling the children to make good progress throughout their time in the pre-school. Since the last inspection the manager and staff have been proactive in making changes and addressing the recommendations raised. In addition, they actively seek the views of children, parents and carers, in order to develop the service they provide to meet user needs. This means that the staff are continually developing and improving both their teaching practice and how they offer and provide childcare.

Partnerships with parents are very good. Parents report that if they have concerns, they are able to discuss these with their key person. They state that this helps to allay fears and enables them to leave their children with confidence. Staff, parent and carer relationships are fostered well, this helps to make sure that the children are settled. Staff are on hand to work with parents and carers when they require additional support. Staff work in partnership with other professionals, to arrange pertinent support for families. In addition, for those parents who have children with special educational needs and/or disabilities, staff make themselves available to attend meetings with other professionals, sharing observations, which have been made while the children have been attending their setting. This provides parents and carers with additional support and relevant information regarding their children. This means that all parties work in partnership in the best interests of the children.



## 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>	221764
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	876362
<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>	24
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Sunnyside Pre-School Playgroup Committee
<b>Date of previous inspection</b>	25/09/2008
<b>Telephone number</b>	01223 707817

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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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