

Sunnyside Pre-School LTD

1st Chadwell Heath Scouts, Catterall Hall, Romford, RM6 6LB

Inspection date

Previous inspection date

18/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff know children well. They use their observations of children to plan effectively for their development. As a result, children make good progress from their starting points.
- The staff team works successfully with other professionals to support children with special educational needs and/or disabilities.
- Staff use the outside area effectively to provide a varied range of interesting activities.
- Staff set up a variety of attractive and interesting messy play activities. This motivates children to learn and they are enthusiastic as they explore different textures.

It is not yet outstanding because

- There are fewer opportunities for older children to develop skills in technology.
- Staff do not always provide resources in role-play areas to develop further children's early writing skills.

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 carried out a joint observation with the manager.
- The inspector sampled documentation including children's development records, staff files and policies.
- The inspector observed children and staff as they took part in daily routines and planned and spontaneous activities.
- The inspector spoke with children, staff, parents and the manager.

Inspector

Lesley Hodges

Full report

Information about the setting

Sunnyside Pre-School Ltd registered in 2013. The premises are situated in Chadwell Heath, in the London Borough of Barking and Dagenham. Children have the use of two play rooms, associated facilities and two outdoor play areas. Children attend for a variety of sessions. The setting is open Monday to Friday term-time only, from 9am to 12pm. The setting is registered on the Early Years Register. The setting employs six members of staff, including the manager, all of whom hold recognised childcare qualifications to at least level 3. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The setting receives funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- extend the range of resources and opportunities for older children to explore and operate simple technology
- maximise opportunities for children to develop their early writing skills through play.

Inspection judgements

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

Children make good progress in their learning because experienced staff understand how children learn. Staff successfully plan stimulating activities, which are based on children's interests and this means that children are enthusiastic about their learning. Staff build on children's previous experiences. They use their observations and information provided by parents effectively to learn about what children enjoy. Children are confident when choosing what they want to play with. They are engaged in activities because staff provide appealing areas to explore. For example, they arrange messy play activities attractively, which encourage children to explore and develop their senses. Staff understand how learning areas are linked and they use this knowledge well. For example, children learn about different insects as they play with a range of resources in sand and with large leaves. They use their imagination as they move the model insects around in the natural resources, which staff provide to make play more realistic and exciting. Children reinforce their learning as they study the life cycle of caterpillars, observing as they develop into butterflies. They learn about caring for living things and staff encourage children to draw what they have seen, developing their pencil control.

Staff use the small outside play area well to provide a full range of interesting activities.

Children enjoy singing and experimenting with different sounds as they use rattles and other musical instruments. The indoor space is well resourced with activities, which cover all areas of learning. However, staff do not always provide writing opportunities in role-play areas to encourage children to develop their early writing skills as they play. Children use cameras, and some additional resources to develop their technological awareness. However, opportunities for older children to promote their skills in technology are limited.

Key staff know children well. They recognise children's individual interests and stages of development from observations of their play and examples of their work. This enables them to plan for children's next steps of learning to build on their existing abilities. Staff plan activities and experiences based on children's current interests. As a result, children are motivated to learn. Staff use regular summaries of children's development to complete the required progress check for two-year-old children. These checks are shared with parents, include parents' comments, evaluate children's progress and identify future learning aims. This helps to securely monitor children's development.

Staff successfully encourage children to think about their play. Staff skilfully ask them open questions as children play with construction toys, inviting children to predict what will happen when they join pieces together. This develops children's problem solving skills and helps them to achieve the results they want. Staff use the knowledge they have gained from 'Every child a talker' training to successfully provide opportunities for children to enhance their communication and language skills. Staff consistently talk to children as they play introducing new vocabulary and developing their understanding. For example, staff describe children's actions when playing and use demonstrations so that children can link actions with words. This supports all children to develop their communication and language including those children with special educational needs and/or disabilities and those who are learning English as an additional language.

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

Caring staff help children to settle when they are new to the pre-school. They work with parents to arrange settling-in visits, as they understand that children have different needs. This builds children's sense of security and, when the time is right, parents are happy to leave their children in the care of the staff. Staff support children as they prepare for the move to school by giving them opportunities to recognise their names. Children enjoy finding their name cards when they arrive and when they sit down at snack time. Staff foster children's developing independence skills during snack time routines. Children are learning to spread butter on their bread to make sandwiches and can help themselves to drinks of water during sessions when they feel thirsty. After messy play, children help to clear away rice and sand using a dustpan and brush. Staff explain that, if left on the floor, these items might cause a hazard, developing children's awareness of how to keep themselves safe in the setting. These small responsibilities help children to learn about taking care of their environment.

Children's behaviour is generally good. Staff manage any minor disagreements successfully as staff provide clear explanations about sharing and taking turns. Staff are

good role models demonstrating sharing skills to help children understand the concept. For example, staff share out the play dough to show children that there is enough for them all to play with. Staff share behaviour management strategies with parents if they have concerns about behaviour. This approach helps children to understand rules and boundaries and provides continuity of learning.

Children can choose to play in the outside areas for most of the session time. This helps to support children's individual learning preferences. Staff provide a good range of activities and there are opportunities for children to develop physical skills as they ride bicycles up and down. Staff further promote children's physical skills by providing a variety of activities for children in a section of the large hall. This enables children to experiment with different movement skills safely. For example, they thoroughly enjoy climbing up and jumping down from small staircases, counting as they do so under the watchful eye of staff.

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

Staff effectively promote children's well-being. They have a good understanding of the procedures to follow if they have any concerns about a child in their care. The safeguarding policy is robust and staff fully understand the clear guidance about who to contact if they have concerns. All staff have a Disclosure and Barring Service check which means that only those who are cleared to work with children do so. Daily risk assessments in these shared premises minimise hazards and staff promote children's awareness of their own personal safety throughout the sessions.

Although this is a new registration due to a change in status, the staff team has been working together for a number of years. Staff work well together when setting up the hall to provide the full range of learning opportunities. They discuss various aspects of their practice during staff meetings to ensure that they meet individual children's needs. For example, they discuss timings for one-to-one support for children so that they can meet both their needs and the needs of the larger group of children. The manager observes staff as they work with children to monitor and evaluate practice. She identifies strengths and weaknesses, and staff work together to address any weaknesses to enhance further their practice. The manager works closely with the local authority advisor. Consequently, recent changes to routines mean that staff now sit with their key children at snack time so that they can observe their skills and promote healthy eating. They do this successfully and children are adapting well to the change in routine.

The manager is keen to promote further improvements to improve outcomes for children further. She has highlighted how new resources can enhance role-play areas and has identified further training to support children's communication skills. Staff cascade their knowledge from training courses so that they can all benefit from external training. Regular supervision meetings give staff opportunities to discuss their practice. For example, they discuss how to enhance story and circle times by using props to engage children further with staff support. These effective self-evaluation processes clearly

demonstrate that the manager is committed to continuous improvement.

Partnerships with parents and other carers are strong. Parents comment positively that they feel fully informed about their children's progress and achievements as they meet with staff to review children's development folders. Parents state that staff are caring and that they feel welcome in the pre-school at all times. There are effective links with outside agencies to support children with special educational needs and/or disabilities. Staff embed guidance about particular strategies successfully to help children develop skills in areas where they need additional support.

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

Unique reference number	EY472013
Local authority	Barking & Dagenham
Inspection number	945859
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	30
Name of provider	Sunnyside Pre-School LTD
Date of previous inspection	not applicable
Telephone number	02089838613

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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, 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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