

Sunnyside Pre-School Playgroup

Sunnyside Primary Academy, Reynard Way, NORTHAMPTON, NN2 8QS



Inspection date

15 May 2015

Previous inspection date

26 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff observe and assess children's level of achievement, obtain information from parents and plan effectively for individual learning. Children make good progress while they play in a stimulating play environment.
- Staff successfully minimise potential risks to children. They are aware of their responsibilities to supervise children and protect them from abuse and neglect.
- Children's social and emotional needs are well met by staff. Relationships are very good and children are happy, sociable and confident learners.
- Children's thinking and speaking skills are supported effectively by staff. Staff ensure that, when they ask probing questions, they give children time to put their thoughts into words.
- Children are encouraged to explore and find things out for themselves.
- Staff ensure that the outdoor play area is used effectively to promote children's learning. Children benefit from flexible use of the indoor and outdoor play space.
- Partnerships with parents are good. Parents share very positive views about the provision. They say that communication systems are very good and they are pleased with the progress that their children are making.

It is not yet outstanding because:

- Children are not fully supported to learn about promoting their own health through eating healthy food.
- Children's play is sometimes interrupted by staff intent on completing daily routines.

What the setting needs to do to improve further

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

- extend children's awareness of healthy eating, by encouraging them to talk about what they like to eat, while reinforcing messages about healthier choices
- provide children with more time to play and explore, without undue interruption, such as keeping activities that they are involved and interested in readily available instead of routinely tidying them away.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the Early Years Professional and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities, and evaluated the teaching methods with the Early Years Professional.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took account of the views of the parents.

Inspector

Jan Burnet

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff ensure that children develop skills in readiness for school. Children use their good language skills when they join their friends in role-play situations. They play in their hairdresser's shop and pretend to write messages on notepads. Pencil control is developing well. They spontaneously use mathematical language. For example, while drawing a crocodile, a child describes it as gigantic. Children are told that a name is short and a child suggests that this is because it has just two letters. Children explore and investigate; in the outdoor area, they collect water in beakers and use good physical skills, as they carefully carry the water to the sand tray. They notice the change as they mix the sand and water. They then collect cups from the play kitchen, fill them with the wet sand and pretend they have made tea. Staff mix paint with washing-up liquid in beakers and children use straws to blow into the beakers, create bubbles and then print the bubbles onto paper. Some children decide to catch the bubbles and then print their hands onto the paper. They remain very interested and involved in the activity, but staff tell them that it is time to clear the table in readiness for snack. Consequently, children's learning is interrupted, because staff do not consider providing snack on other table space that is available.

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

Children play in a safe and welcoming environment. Their good health is promoted well. They are physically active every day and staff provide healthy snacks. Parents provide packed lunches, and staff use their food hygiene knowledge to ensure that food is safely stored. However, staff do not maximise children's learning by encouraging them to recognise the healthier foods when considering the contents of their lunchboxes. Children behave well. Praise in recognition of positive behaviour, effort and achievements is a major strategy for managing behaviour. Children's independence is promoted well by staff. They learn to manage their self-care needs, and they are encouraged to select resources for themselves from low-level storage units.

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

Children's health and safety is addressed well by staff. Recruitment and selection procedures are clear and vetting procedures for staff are thorough. Children are safeguarded, because the designated person for child protection regularly attends training and cascades information to all staff. The Early Years Professional and the manager observe staff members' practice, in order to discuss strengths and areas for improvement during supervision sessions. Staff recently attended specific training on supporting two-year olds, and knowledge gained has resulted in there being a greater focus on the emotions and language development of these younger children. The Early Years Professional is working towards a level 7 qualification. She is using her extended knowledge on inclusion to improve visual strategies for children with special educational needs and/or disabilities children who speak English as an additional language.

Setting details

Unique reference number	220082
Local authority	Northamptonshire
Inspection number	865845
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	54
Name of provider	Sunnyside Pre-school Playgroup Committee
Date of previous inspection	26 November 2009
Telephone number	01604 820 082

Sunnyside Pre-school Playgroup was registered in 1988. It employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications. The manager and four other staff members hold qualifications at level 3, one staff member is qualified in early years at level 2, and one holds a qualification at level 6 and also Early Years Professional status. The pre-school opens term time only from Monday to Friday. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two, three- and four-year-old children.

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