

Sunnymede Pre-School

Mons Avenue, Billericay, Essex, CM11 2HQ



Inspection date

1 June 2015

Previous inspection date

8 March 2010

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The provider has not ensured that all staff are aware of safeguarding procedures and that they follow them correctly in the event of having concerns about a child. As a result, children are not protected from harm.
- The key-person system does not ensure that children experience consistency in their care and learning. In addition, not all parents are made aware of who their children's key person is or what their responsibilities are.
- Staff's planning is not used consistently within play activities, to ensure that children's individual learning needs are met and that they are appropriately challenged. As a result, not all children make good progress.
- Staff do not always provide parents with opportunities to support their children's learning at pre-school or at home. Therefore, children are not provided with enough opportunities to make the best progress they can.

It has the following strengths

- Staff form positive relationships with the local schools where they share adequate information about children's progress. They provide a sufficient range of resources and activities, such as examples of the school uniform, visits from teachers and trips to the school. Consequently, children are emotionally prepared for their move to school.
- Staff provide children with sufficient opportunities for fresh air and physical exercise. Children use climbing frames, go on regular walks and take part in yoga sessions.

What the setting needs to do to improve further

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

- ensure that all staff have a clear and secure understanding of their roles and responsibilities to report any concerns about children's welfare in a timely and appropriate way, by ensuring that training and staff supervision are focused on child protection
- ensure that the key-person system provides consistency for children's care and learning, so that children develop a strong bond with their individual key person, and that parents are aware of who their child's individual key person is and the responsibilities of that role
- ensure that the planning of children's next steps in learning is implemented effectively into all activities, so that children are consistently and effectively challenged by all staff.

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

- enhance the opportunities parents have, and make them fully aware of all the opportunities, to contribute to children's learning and further support their children's progress at home.

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed activities in the two pre-school rooms and the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the provider/manager, deputy manager and supervisor.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and viewed their written feedback on questionnaires.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Daniella Tyler

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff regularly observe the children and make adequate assessments of their capabilities. They plan activities that are tailored to the children's learning needs. However, not all staff are made aware of what each particular child is working towards. Therefore, in activities, not all staff provide an appropriate level of challenge for the children. For example, when children take part in a painting activity, staff are unaware of what some children are capable of. Therefore, sometimes they ask questions that are too easy or too difficult for the children. Children develop their imagination and understanding of the world. They make pretend cakes with malleable dough and pretend to cook them in the toy microwave. Children show they are developing problem solving skills as they persevere when the saucepan will not fit in the toy microwave and decide to put the dough in separately. Staff form positive relationships with parents and discuss the activities the children have taken part in during the day. They have an adequate range of opportunities for parents to contribute to children's learning. However, they do not make all parents fully aware of these opportunities. Therefore, not all parents make contributions to children's learning at the pre-school or at home.

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

The provider has failed to ensure that staff fully understand safeguarding procedures. Staff have failed to take appropriate action when they have identified a concern about a child. This puts children at significant risk of harm. Despite this, staff form caring relationships with the children and support them to form friendships with each other. Staff provide an adequately resourced environment that allows children to independently choose where and what they would like to play with. They manage children's behaviour appropriately. Staff encourage children to develop patience and social skills. Children choose what tricycles and scooters they would like to play on by adding their name to a list underneath pictures of the toys.

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

Staff operate a key-person system. However, this is not effective in providing consistency for children's care and learning. Most children are allocated several key persons throughout the week, with some being allocated two key persons in the same day. This impacts negatively on children forming a strong bond with a key person and staff being able to support their learning needs well. The management are well qualified and evaluate their practice regularly. They also occasionally gain the views of parents, staff and children. However, they have failed to identify some of the weaknesses raised at this inspection. Staff are provided with some training opportunities, such as behaviour management. They regularly meet with the manager to identify areas for improvement within their practice. However, these meetings have failed to identify the weaknesses in staff's safeguarding practice. The management oversee children's progress to identify any gaps emerging. They recently identified that boys were not doing well in mathematics. As

a result, they implemented changes that they hope will address this. Staff form positive relationships with the other early years settings that children attend. They often share information about care and learning to provide some consistency for the children.

Setting details

Unique reference number	EY401847
Local authority	Essex
Inspection number	1015489
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	75
Name of provider	Sunnymede Pre-School Limited
Date of previous inspection	8 March 2010
Telephone number	01277654879

Sunnymede Pre-School was registered in 2009. It employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at levels 2, 3 and 6. The pre-school opens during term time only. Sessions are from 9am to 12 noon Monday to Friday and from 12.15pm to 3.15pm on Monday, Wednesday and Thursday, with a lunch club on these days allowing children to stay for both sessions if required. The pre-school provides funded early education for two-, three- and four-year-old children.

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