

Sunflower Pollards Hatch Pre-School



Sunflower Pollards Hatch Pre-School, Kingsmoore Road, Harlow, Essex, CM19 4LA

Inspection date	10 June 2015
Previous inspection date	10 October 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Planning is not fully developed to consistently reflect the individual needs of all children attending the pre-school.
- At times, staff do not give children time to think about their responses to questions that they ask, so that children can put their thoughts into words as part of their language development.
- Opportunities to develop in all areas of learning outdoors are not fully explored, particularly for older children.
- Self-evaluation is not sufficiently robust to fully identify and prioritise areas for improvement.

It has the following strengths

- Staff encourage children's development in early literacy as children are eager to share books with them, establishing their interest in reading for pleasure and purpose.
- Staff build warm relationships with children. As a result, children demonstrate that they are happy, confident and feel secure in the pre-school.
- Staff are consistent in how they manage behaviour. Consequently, children learn how to behave and play well alongside their friends.
- Partnerships with parents are encouraged by the pre-school and make a sound contribution to supporting children's well-being.

What the setting needs to do to improve further

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

- improve the level of challenge provided for children, and support them to make more rapid progress by effectively using assessments of children's skills, interests and development to inform the planning of activities
- improve teaching strategies, so that staff consistently give children thinking time to put their thoughts into words, in order to further support children's language development.

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

- enhance the outdoor area to provide a wider and more challenging range of experiences, particularly for older children
- extend the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection activities

- The inspector observed activities in the pre-school and talked with the staff.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of the staff, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed the provider's self-evaluation form.

Inspector

Clair Stockings

Inspection findings

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

Staff have an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan a varied range of experiences for the children. They observe individual children's progress and record their development in their profile folders. However, they currently do not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. Children are making some progress, for example, in their personal, social and emotional development. However, they are not making enough progress in their learning in readiness for school. Staff join in with children's play, talking to them clearly and taking opportunities to extend their vocabularies. For example, as children enjoy adding ingredients to a soup mixture, staff introduce relevant new words. However, during this activity and at times throughout the session, less experienced staff pose questions but do not wait for children to respond, which hampers children's time to think about their reply.

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

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. However, there is scope to extend the range of resources outdoors to provide a more challenging range of experiences, particularly for older children. Staff provide nutritious snacks and children's individual dietary requirements are met. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move on to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. The manager demonstrates a commitment to the continual development of the whole provision and is beginning to identify priorities for improvement. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the pre-school has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, which identifies some training needs. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. Staff promote sound links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

Setting details

Unique reference number	EY420531
Local authority	Essex
Inspection number	852113
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	42
Name of provider	Great Parndon Community Association
Date of previous inspection	10 October 2011
Telephone number	01279866387

Sunflower Pollards Hatch Pre-School was registered in 2010. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 12 noon.

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