

Sunshine Corner Pre-School

The Village Centre, Rogers Lane, Stoke Poges, Berkshire, SL2 4LP

Inspection date

9 July 2015

Previous inspection date

13 June 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:

- Managers do not monitor the effectiveness of teaching closely enough. As a result, activities do not always provide enough challenge, particularly for older, more able children.
- Staff do not always organise the day effectively. Sometimes, adult-led activities carry on for too long and children are not supported to focus during these times because most staff are busy tidying. In addition, staff do not make the best use of time at the end of the day to promote good learning experiences for younger children.
- Children's good health is not always well promoted, particularly during hot weather. Children cannot easily help themselves to drinking water and staff allow children to play out in the sun without sufficient protection.

It has the following strengths

- Staff are kind and enthusiastic playmates for the children. There are some examples of good teaching, which generally help children to leave the playgroup with the skills they need for a successful move to school.
- Parents receive regular feedback about the progress their children are making and appreciate the advice and support that staff offer. This helps to support learning at home.
- Children build good relationships with staff and other children. They arrive eager to start their day and clearly enjoy being there with their friends.
- Staff understand their responsibility to safeguard children. They know the procedures to follow if concerned about a child's welfare, which helps protect children from harm.

What the setting needs to do to improve further

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

- improve the monitoring and mentoring of staff to ensure the quality of teaching is consistently good
- improve the planning and organisation of activities to ensure they are suitably challenging and enjoyable for all children
- ensure fresh drinking water is available and accessible to children at all times; and consistently promote the good health of all children, particularly in relation to protecting children from the sun during spells of hot weather

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

- make better use of ongoing self-evaluation to identify breaches of requirement and additional areas that require improvement
- improve opportunities for more able children to develop their literacy skills and practise their emerging writing skills.

To meet the requirements of the Childcare Register the provider must:

- ensure children have access to drinking water (compulsory part of the Childcare Register only)
- take all necessary measures to minimise any risks to the health and safety of the children (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health and safety of the children (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed staff and children, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff about their understanding of first aid, safeguarding and child protection.
- The inspector took account of the views of parents, spoken to on the day.
- The inspector sampled documentation, including children's records, policies and staff qualifications.

Inspector

Sarah Holley

Inspection findings

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

Children are generally happy and busy during their time at pre-school. They are greeted by staff and encouraged to start their day. Sometimes, staff provide skilful support to children which ignites their interest and extends their learning. For example, staff note children's interest in dinosaurs and help them use books to find out more information and extend their knowledge. Staff also teach children about shape and number during play. However, at other times, teaching is less effective. When staff read stories to groups of children, some children enjoy asking and answering questions. However, less confident children do not take an active part and are not supported by nearby staff to build their confidence and ensure they are getting the most from the activity. At snack time, these same children remain quiet and unengaged. In addition, older children do not have many opportunities to practise their developing writing, and many interesting activities are packed away before younger children leave in the afternoon. As a result of the variable quality of teaching and planning, children do not make the best possible progress in their development.

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

Staff support children well as they begin to learn about acceptable behaviour and the benefits of playing cooperatively. They ensure that snacks are healthy and that children have plenty of opportunities to play in the fresh air. However, children are not able to easily access fresh drinking water to prevent them from becoming thirsty, as required. Staff allow some children to spend long periods out in the sun without effective sun protection. This is because staff do not adapt routines for children who have not brought hats from home or who may not have adequate sun cream. These weaknesses affect children's physical well-being and their good health.

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

The manager understands the requirements of the Early Years Foundation Stage overall. She has acted upon the recommendations following the last inspection and observations and assessments are now much improved. However, she has not identified that this information is not being used to consistently plan challenging and interesting activities to meet the differing needs of all children. The manager supports staff to obtain childcare qualifications which helps to ensure all staff understand about how children learn. She also ensures that all staff receive regular in-house training and identifies some areas for development. As a result, some practice improves. For example, the manager is introducing a new system for tracking children's progress and has improved the teaching of mathematics. However, she has not accurately identified all areas that need improving.

Setting details

Unique reference number	EY263404
Local authority	Buckinghamshire
Inspection number	847116
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	56
Name of provider	Sunshine Corner Playgroup Stoke Poges Committee
Date of previous inspection	13 June 2011
Telephone number	07973 671558 and 01753644300

Sunshine Corner Pre-School registered in 1970. It operates from two ground floor rooms in the Village Centre Community Hall in the village of Stoke Poges. It is open from 9.30am until 3.30pm each weekday, term time only. The provider receives funding for free early years education for children aged two, three and four years. Of the seven members of staff, one holds Qualified Teacher Status, one holds Early Years Professional Status and three hold childcare qualifications at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

