

Sunnymede Pre-School

Mons Avenue, Billericay, Essex, CM11 2HQ



Inspection date

30 September 2015

Previous inspection date

1 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Management and the staff team have made significant changes to their provision since their last inspection. They have successfully addressed all actions and recommendations which helps to show their commitment to continually improve the good service for children and their families.
- Staff have good partnerships with other professionals, such as teachers of schools where children will move to. They also seek advice from specialist professionals as and when necessary, so that they can support children's individual needs.
- Staff are deployed well throughout the day to enrich the curriculum and promote children's learning. This helps children form secure attachments with the staff which helps them to feel emotionally secure.
- Children are encouraged to explore and investigate. They are motivated learners and happily choose where to play. This helps them to gain a good range of skills to support their future learning, for example, when they move on to school.

It is not yet outstanding because:

- Strategies to drive the quality of staff practice to a higher level are not yet fully effective.
- Staff do not obtain detailed information from parents about their children's learning abilities and skills when children first start.

What the setting needs to do to improve further

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

- focus more precisely on the methods used to evaluate staff performance and drive the quality of teaching in the pre-school to a higher level
- obtain more detailed information from parents about their children's capabilities on entry to the setting, to inform initial assessments and promote more rapid progress from the outset.

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and one of the deputy managers and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at records of children's learning and development and a range of documentation, including policies, accident and attendance records.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed the pre-school's self-evaluation and how the views of parents and children are included to drive improvement.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

Staff are well trained and are encouraged to further their professional development as they receive regular appraisals and training opportunities. This helps to support the good progress that children make. However, this is not yet sufficiently targeted to further enhance the quality of all staff's teaching and to extend the challenges for children. Parents are kept well informed about their children's development through daily discussions with staff. The pre-school has introduced various systems to enable parents to contribute to children's learning and further support their children's progress at home. The arrangements for safeguarding are effective. Staff have recently attended further training and fully understand their roles and responsibilities and the procedures to follow should they have any concerns.

Quality of teaching, learning and assessment is good

Children develop confidence in communicating their ideas and interests as staff skilfully engage them in purposeful conversations throughout the day. Staff observe and assess children's abilities and strengths, and provide them with interesting activities, indoors and outdoors, to meet their individual developmental needs. Children happily join with staff and their peers as their imaginative play develops. Older children learn about phonics and mathematical concepts, such as shapes and size. Children use the computer independently which helps to support their growing independence and understanding of technology. Early literacy skills are promoted as children of all ages make marks and join in with stories and songs. Staff support disabled children and those with special educational needs, and those who speak English as an additional language effectively.

Personal development, behaviour and welfare are good

Children are happy and have good relationships with staff, including their key person. This promotes children's confidence. Children are provided with constant praise and encouragement and are reminded about expectations of behaviour. All staff show kindness and respect, and value children's views and opinions. They are sensitive to children's needs and this effectively supports children's emotional well-being. Staff sit with children during mealtimes and help to promote good social skills. Children enjoy nutritious snacks and have lots of opportunities to play outside. Children learn about the importance of a healthy diet and physical exercise during daily routines. Staff gather information about children's care needs and interests when children first start. This helps children to be emotionally secure from the outset. However, the information staff obtain from parents on entry is not detailed enough to help staff precisely plan children's learning from the start.

Outcomes for children are good

Accurate systems are in place to evaluate the progress of different cohorts of children. This helps to promptly identify any need for early intervention and supports all children, including those with additional needs, to make good progress in their learning.

Setting details

Unique reference number	EY401847
Local authority	Essex
Inspection number	1016889
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	52
Number of children on roll	58
Name of provider	Sunnymede Pre-School Limited
Date of previous inspection	1 June 2015
Telephone number	01277654879

Sunnymede Pre-School was registered in 2009. It employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications. Sessions are from 9am to 12 noon, Monday to Friday, and from 12.15pm to 3.15pm, 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. The pre-school supports disabled children and those with special educational needs, and children who speak English as an additional language.

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