

Sunnyfield Kindergarten

Catholic Hall, Great Ayton, Middlesbrough, North Yorkshire, TS9 6NU



Inspection date

Previous inspection date

30 September 2015

6 April 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------|---|
| | Previous inspection: | Good | 2 |
| 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

- The quality of teaching is good. Staff use a wide range of strategies to extend children's learning and challenge their thinking skills. This helps children to become inquisitive learners who make good progress and are gaining the key skills to be ready for school.
- Staff are excellent role models. They consistently promote positive behaviour and have high expectations of the children in their care. Children are involved in discussions and encouraged to make choices in their learning.
- Partnerships with parents are strong. Parents receive regular feedback and summaries of their child's progress and development. They are supported to guide their child's learning at home.
- Children have formed secure attachments with their key person. Staff know their key children extremely well and respond attentively to their needs. This helps children to settle and supports their emotional well-being.

It is not yet outstanding because:

- The manager does not yet use information from assessments to analyse trends and learning styles for different groups of children to enrich learning.
- On occasions, staff do not allow enough time for children to engage in the activities of their choosing before presenting them with something else.

What the setting needs to do to improve further

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

- use assessment more thoroughly to analyse the learning of different groups of children, in order to plan activities that further enrich learning experiences
- give children more time to engage in the activities of their choosing and to move on independently.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The manager works alongside the staff and parents to evaluate the provision and to identify areas for further improvement. The manager generally uses information gathered from tracking and assessments to identify groups of children who are making less than expected progress. She provides targeted learning programmes and intervention groups that aim to close any gaps in learning and development. The manager monitors the progress of individual children. Staff attend regular supervision meetings and discuss the progress of their key children. The arrangements for safeguarding are effective and staff have a good awareness of the policies and procedures to follow should they have any concerns about the children in their care.

Quality of teaching, learning and assessment is good

Staff are well qualified. They have a good understanding of how to support and extend children's learning and development. They plan a wide range of activities and experiences based on children's individual needs and interests. Staff skilfully question children and provide them with time to think and respond during activities. This helps children to reflect on their own experiences and supports their critical-thinking skills. Staff place a strong focus on supporting children's language and communication skills. They successfully model language and help to extend children's vocabulary by introducing new words. However, on occasions staff do not always allow enough time for children to engage in their preferred activities and to move on independently, because they present something else too quickly. Children are given plenty of opportunities to count and solve number problems as part of the daily routine. They work closely with parents to identify next steps in children's learning.

Personal development, behaviour and welfare are good

The key-person system is very well established and highly effective, helping children to feel safe and secure within the pre-school. Children's behaviour is good. Staff provide consistent messages and involve the children in devising rules and boundaries. Children's thoughts and opinions are highly valued within the setting and staff provide a wealth of opportunities to celebrate children's achievements. This helps children to develop their confidence and feel self-assured. Good settling-in procedures help to establish positive relationships with children and families. This also helps children to be emotionally ready for their next stage in learning and starting pre-school. Children have plenty of opportunities to develop their physical skills and be active during the day.

Outcomes for children are good

All children make good progress in their learning from their starting points. Recent training has helped to increase staff's knowledge and understanding of how to provide children with additional support with their communication and language skills. This has had a positive impact on children's learning and provides them with the skills they need for their future learning and school.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY414004 |
| Local authority | North Yorkshire |
| Inspection number | 851473 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 5 |
| Total number of places | 24 |
| Number of children on roll | 20 |
| Name of provider | Linda Elizabeth Banks |
| Date of previous inspection | 6 April 2011 |
| Telephone number | 01642722676 |

Sunnyfield Kindergarten was registered in 1984 and re-registered in 2010. The kindergarten employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The kindergarten opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon. The kindergarten provides funded early education for two-, three- and four-year-old children.

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