

# Sunflower Pollards Hatch Pre-School



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

<b>Inspection date</b>	21 January 2016
Previous inspection date	10 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 manager and staff team have successfully addressed the actions and recommendations raised at the previous inspection. For example, staff now use their accurate assessments of children's learning to precisely plan for their individual needs. They use self-evaluation effectively to fully monitor the pre-school. A clear action plan is in place to continue to develop the pre-school further.
- The quality of teaching is good. The well-qualified staff team plans a wealth of interesting learning activities that ignite children's curiosity. They learn about occupations during outings in the community. Children's active participation in charity events helps them to have a very positive attitude of working together to help others.
- Partnerships with parents are strong. Staff successfully involve parents in every aspect of their children's care and learning. Parents appreciate the ideas that staff provide to support their children's learning at home. They describe the staff as amazing.
- The effective key-person system enhances warm caring bonds with children and their families. Children show high levels of self-confidence as they eagerly explore the spacious environment and rich range of high-quality toys and activities.

### It is not yet outstanding because:

- The professional development for some staff is not yet sharply focused on embedding their understanding of recent changes in government legislation.
- Partnership working with other settings that children attend has not yet been extended to further support their continuity of learning.

## What the setting needs to do to improve further

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

- strengthen the programme of professional development to more thoroughly review practice and confidently support all staff to understand changes in government legislation
- extend the partnerships with other settings that children attend, to support children's continuity of learning and development.

### 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 spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager and discussed this with her.
- The inspector held a meeting with the manager and the area manager. She looked at relevant documentation, including a range of recruitment records, policies and procedures.
- The inspector looked at the evidence of the suitability of the provider and staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

The enthusiastic manager and dedicated team of staff work very well together to run the pre-school efficiently. The arrangements for safeguarding are effective. Staff vigorously check the identification of people who are given permission by parents to collect their child on their behalf. The manager frequently observes staff practice. Clear arrangements are in place for the supervision of staff. Regular training opportunities are specifically targeted at meeting the needs of individual or groups of children to promote good outcomes. The designated member of staff responsible for safeguarding children has completed training to support her understanding in recent changes in government legislation. She has shared her knowledge with all staff. However, she is yet to fully embed the understanding of these changes for some of the staff team. The manager closely monitors the educational programmes. Staff work in partnership with other professionals to successfully support disabled children and those with special educational needs. They implement creative methods to effectively support children who speak English as an additional language.

### Quality of teaching, learning and assessment is good

Children welcome staff's sensitive interaction in their play. Staff promote children's communication and language development very well. They model effective listening skills and build on children's vocabulary. Children respond to staff's probing questions to challenge their thinking. Children make predictions. They have immense fun discovering how to reveal a range of toy dinosaurs and natural objects frozen in large blocks of ice. Children develop good physical skills as they use a wide range of real tools to experiment which ones are best to crack the ice. Staff introduce children to mathematical problems. Children enthusiastically join in with number songs and count the days of the week on their fingers. Staff promote children's expressive arts and design skills well. Children mix paints together to create new colours and use their imagination as they take food orders from other children in the role-play area. They learn to link letters to sounds. Staff sound out the letters of their names that they are beginning to write.

### Personal development, behaviour and welfare are good

Children burst into this welcoming pre-school with excitement and are immediately ready to learn. Staff are good role models. They calmly and consistently help children to respect each other's feelings and support them to take turns with toys. Children follow a good hygiene routine. They know why they need to wash their hands after using the toilet and before eating. Staff provide daily opportunities for children to develop their physical skills in the inviting outdoor area. Staff's genuine interest and praise in children's play motivates children to persevere at challenging activities. For example, they learn to catch and throw balls and carefully climb the steps on the large slide.

### Outcomes for children are good

All children are making good progress in relation to their starting points. They develop the key skills they need in readiness for school. Strong links with local schools support children as they move on to school to create a consistent and complementary approach to their learning.

## Setting details

<b>Unique reference number</b>	EY420531
<b>Local authority</b>	Essex
<b>Inspection number</b>	1017466
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Great Parndon Community Association
<b>Date of previous inspection</b>	10 June 2015
<b>Telephone number</b>	01279866387

Sunflower Pollards Hatch Pre-School was registered in 2010. It operates from a community hall. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, disabled children and those with special educational needs.

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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

