

# Sunflower Coppice

Partridge Road, Harlow, Essex, CM18 6SL



## Inspection date

29 September 2016

Previous inspection date

1 December 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 well-qualified staff team have successfully made significant improvements since their previous inspection. Staff make good use of their detailed observations and assessments to extend children's learning. The manager regularly observes staff practice. This helps to inform the robust arrangements for staff supervision and continues to improve the quality of teaching.
- Children demonstrate that they are happy and show high levels of self-confidence as they interact with authorised visitors. They enjoy close relationships with each other and staff who help them to feel settled and secure. Key persons know the needs and interests of their individual key children very well. Children snuggle up to them as they read them their favourite stories.
- Staff plan stimulating activities to promote children's individual developmental needs and respond very well to their curiosity. For example, they help children to make up songs and experiment with changing their voices using a voice-changing microphone.
- Children benefit from a varied range of exciting daily outdoor experiences to effectively enhance their physical development. They have fun throwing fabric scarfs in the air and running to catch them as they blow in the wind. Children use their upper body strength to pump water from one bucket to another and go for regular nature walks in the local community.

### It is not yet outstanding because:

- On occasions, staff do not fully promote children's attention and listening skills during large-group activities.
- Opportunities for parents to support and share information about their children's learning and development at home are not fully explored.

## What the setting needs to do to improve further

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

- review the organisation of large-group activities in order to better promote the development of children's listening and attention skills
- extend the good communication with parents, exploring ways for them to share information about their children's learning and development at home.

### 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 completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation process and evidence of the suitability of staff.
- The inspector spoke to a 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 arrangements for safeguarding are effective. Staff have good opportunities for regular training. They have completed specialist training to make sure they understand how to support vulnerable families. This helps them to identify any children who may be at risk of harm from extreme behaviours and views. The staff and manager work very well together as a team. They are reflective and continually evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement. The manager thoroughly monitors children's progress, including specific groups of children. Swift action is taken to address any gaps in children's learning. Good partnerships with local schools support children to make a seamless move on to school when the time comes.

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

All children are motivated and inquisitive learners; they engage in activities with enthusiasm. Children make predictions to help them solve mathematical problems. As they make dough, they work out through trial and error how many more cups of flour are required to achieve a good consistency. They discover that if they add more flour the dough becomes too hard to mould. They thoroughly enjoy the freedom to experiment with the dough ingredients. They sprinkle flour onto the table and use their fingers to draw patterns, lines and circles. Children also use tools to dig and identify magnetic numbers hidden in the sand. Staff promote children's communication and language well. Their use of probing questions helps children to describe how the dough feels as they squeeze it in their hands. Staff introduce children to the meaning of new words, such as gigantic while reading a story to them. Parents appreciate how staff keep them up to date with their children's progress and make them and their children feel welcome.

### Personal development, behaviour and welfare are good

Children demonstrate a real sense of responsibility for their environment. They eagerly help to carry out age-appropriate responsibilities. Children made independent choices to play in the inviting outdoor or indoor areas. They behave well and happily share toys and activities together. They use their vivid imaginations as they pretend to make meals and drinks for each other in the role-play area. Staff support children to understand the importance of maintaining a good hygiene routine. Children enjoy a healthy range of snacks, which includes traditional food from different countries. This helps them to develop a wide range of tastes and an awareness of other cultures.

### Outcomes for children are good

All children make good progress from their individual starting points. This includes children who speak English as an additional language and those who have special educational needs or disability. Staff work closely with other professionals to support children's development and welfare. Children are beginning to link letters to sounds and write their own name. They independently manage their own personal needs and demonstrate a clear awareness of how to keep themselves safe. These skills help to prepare them well for their next stage of learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY420544
<b>Local authority</b>	Essex
<b>Inspection number</b>	1034123
<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>	29
<b>Name of registered person</b>	Great Parndon Community Association
<b>Registered person unique reference number</b>	RP910034
<b>Date of previous inspection</b>	1 December 2015
<b>Telephone number</b>	01279 866384

Sunflower Coppice pre-school was re-registered in 2010. It employs seven members of childcare staff. Of these, six hold qualifications at level 2 or above. The pre-school opens Monday to Friday, from 8.50am until 11.50am and from 12.45pm until 3.15pm, term time only. It provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language and children who have special educational needs or disability.

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