

# Sunflower Sherards

Ployters Road, Harlow, Essex, CM18 7PS



## Inspection date

9 February 2017

Previous inspection date

13 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff and parents work together to help children settle into pre-school. The successful partnerships offer children ongoing support and help them to enjoy pre-school experiences.
- Children benefit from the opportunities to learn outdoors. Staff plan for teaching all areas of learning outside. They have enhanced the area to make it interesting and stimulating. Staff support children to make choices and decisions about the resources they use and where they use them.
- The staff make good use of the children's interests to engage them in learning through play. For example, they support some children's wish to dress up and wear a costume for all play experiences.
- Staff are skilled in supporting children's speaking and listening skills. They skilfully gain children's attention before speaking, use signing to support speech and listen attentively to children. Children who speak English as an additional language are well supported to gain a good understanding of English and the confidence to use it in their play.
- The team of staff successfully reflects on their practice and the experiences they offer children, in order to identify aspects that can be improved. They also regularly meet with the manager for supervision meetings where they discuss their key-person role, the children and practice issues.

### It is not yet outstanding because:

- The oldest and most-able children do not always have as many opportunities as possible to explore early writing as part of their play.
- Staff do not always make the best use of available training and development opportunities to enhance their good teaching skills further.

## What the setting needs to do to improve further

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

- expand the opportunities for children to use writing and purposeful marks in their play
- explore further ways to support staff to develop their good teaching skills.

### 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 with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Alison Reeves

## Inspection findings

### Effectiveness of the leadership and management is good

The qualified team of staff works well together. The arrangements for safeguarding are effective. Staff recognise the possible signs that children may be at risk of harm and know how to report this. Staff have good procedures in place to ensure the security of the premises and children's safety. They ensure unauthorised persons cannot enter the premises and carefully check the identity of all visitors. Staff work successfully with other agencies and signpost families to additional services and support. The manager closely tracks children's progress. She and the team use the information gathered to identify gaps in learning and develop strategies to help children catch up. The staff have made effective use of additional funding to help children achieve more rapidly. This has been particularly effective in children's mathematical achievement. Staff are well supported by the manager. She observes their teaching effectively, assessing the quality and providing essential guidance on how they can make improvements to their teaching.

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

Children are very imaginative. They make use of the good selection of resources, organising some play experiences for themselves. Staff provide good support for this child-led learning. They are enthusiastic and keen to hear children's ideas. During the planned activities, staff show they have thought about the different abilities and needs of individual children. They make sure they provide a good level of challenge for all. This helps children to develop their positive attitude to learning and their willingness to have a go at new experiences. Children play with the sand experiment using different containers to make castles and patterns. They enjoy digging to find 'treasures' and make homes for the various sea creatures. Children share their knowledge of sea life. Children are very observant. They get the attention of staff when they hear workers trimming the hedge outside and quickly go to investigate. Children excitedly explore the properties of ice, feeling how cold it is, melting it with warm water and breaking it into small pieces.

### Personal development, behaviour and welfare are good

Children have strong relationships with their key person and other staff. They know who to go to for help and support. Children show they feel happy, settled and secure. Their smiling faces and eagerness to join in reflect their sense of well-being. Children behave well and staff are full of praise for them. They show children that they appreciate how kind they are to one another. Children spend plenty of time outdoors in the fresh air. They are offered well balanced and healthy snacks. Children demonstrate very good physical control as they spread a topping onto bread using the knife carefully.

### Outcomes for children are good

Children make good progress in their learning and development from their individual starting points. They enjoy the good opportunities to show how well they manage their self-care. They get tissues and wipe their noses when they come inside from the cold. They follow instructions well, hanging up their coats. Children learn to find their name card when they arrive at the start of the session. They are well prepared for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY420549
<b>Local authority</b>	Essex
<b>Inspection number</b>	1059889
<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>	23
<b>Name of registered person</b>	Great Parndon Community Association
<b>Registered person unique reference number</b>	RP910034
<b>Date of previous inspection</b>	13 December 2012
<b>Telephone number</b>	01279 866385

Sunflower Sherards was registered in 2010. 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 8.45am until 11.45am and from 12.05pm until 3.05pm. The pre-school provides funded early education for two-, three- and four-year-old children and also supports children who speak English as an additional language.

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