

Sunnyside Pre-School Playgroup

Stapleford Cp School, Bar Lane, Stapleford, CAMBRIDGE, CB22 5BJ



Inspection date 28 February 2017
Previous inspection date 6 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not plan for children’s next steps in learning effectively. There are not enough activities that cover all areas of learning. Therefore, children do not make good progress.
- Staff do not help children to extend learning during their time at the pre-school. For example, during snack time, some staff do not sit with the children and use this opportunity for children to practise and improve their communication and social skills.
- Supervision sessions for staff are not used effectively to improve staff performance or promote a clearer understanding of all policies and procedures. Consequently, staff do not receive sufficient opportunities through support and coaching to improve their teaching skills and knowledge.

It has the following strengths

- Partnership with parents is strong. Staff give parents information about their children’s activities on a daily basis. Parents receive regular communication about the pre-school.
- Children develop some physical skills. They learn to use pencils with control as they draw pictures on paper and gain confidence using scooters to propel themselves on while playing outside.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ implement effective supervision systems so that staff have the opportunity to develop their teaching skills further and gain good knowledge of all the policies and procedures of the setting 	14/04/2017
<ul style="list-style-type: none"> ■ provide a suitable range of activities that; cover all aspects of learning, interest and motivate children, and are appropriately used by staff to extend children’s learning 	14/04/2017
<ul style="list-style-type: none"> ■ ensure that there is a balance of meaningful adult led and child initiated activities that supports children’s next steps in learning. 	14/04/2017

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 pre-school manager.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the pre-school. First-aid and safeguarding training certificates were viewed.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Elke Rockey

Inspection findings

Effectiveness of the leadership and management requires improvement

The new committee have a sound understanding of the weaknesses within the pre-school and are working to address these with guidance from the local authority. However, the improvement strategies are not yet embedded. The manager carries out supervision meetings with all staff. However, these are not effective in providing support to improve the quality of teaching. Furthermore, children's development is not monitored well and as a result children do not make good enough progress. The arrangements for safeguarding are effective. Staff have a sound understanding of the signs and symptoms of possible abuse. They also know the procedures to follow to protect children from risk of harm. Essential paperwork is sufficient to meet children's care needs. The pre-school have regular meetings with the school to support children's move to a new environment.

Quality of teaching, learning and assessment requires improvement

Staff do not provide exciting and engaging activities that follow children's interest. Furthermore, staff do not support the activities that are available to children well. Some staff sit at the same activity all session without successfully engaging with children who either choose to play with the activity, or encouraging other children to have a try. Nevertheless, staff accurately assess children's learning on a regular basis and identify appropriate next steps in learning for their key children. Children are able to choose the resources they play with. The mud kitchen was a very popular area on the day of inspection. An outside tap allows children to get water independently. Children use pots and pans to fill and pour and stir the mud and water. As a result, children experiment with the consistencies of the mud and water and use their imaginations to make pancakes. Staff take the opportunity to talk about healthy and unhealthy foods to have with their pancakes.

Personal development, behaviour and welfare require improvement

The play room is uninviting to the children. Some tables are bare while others have too much on them making it appear messy. Despite this, children explore the resources confidently and share experiences with each other. Children settle quickly and adults are caring towards the children. They listen carefully to the children valuing what they say. Children are kind to each other. For example, one child speaks to an upset child to help her feel better. Children are able to meet their own needs adequately, for example, they pour their own drinks when they need them throughout the day.

Outcomes for children require improvement

Children do not make good progress in their learning. They are gaining some of the basic skills which help prepare them for their move to school. They learn how to recognise numbers and shapes and count accurately. Staff work in partnership with other agencies to support children with special educational needs and disabilities. There are clear individual plans to support their specific needs which staff follow closely. As a result, this group of children make good progress from their starting points.

Setting details

Unique reference number	221764
Local authority	Cambridgeshire
Inspection number	1084766
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	24
Number of children on roll	34
Name of registered person	Sunnyside Pre-School Playgroup Committee
Registered person unique reference number	RP910785
Date of previous inspection	6 June 2014
Telephone number	01223 707 817 or 07984 082 322

Sunnyside Pre-school Playgroup was established in 1970. They are registered on the Early Years Register. The pre-school employs five members of childcare staff. Four hold appropriate early years qualifications at level 3 and one at level 4. The pre-school opens Monday to Friday, during school term times. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two, three and four-year-old children.

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