

# Sunningdale Pre-School

Village Hall, Church Road, Sunningdale, Berkshire, SL5 0NJ



<b>Inspection date</b>	4 October 2017
Previous inspection date	24 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Leaders do not fully meet the early years learning and development requirements. They share useful information with parents about their children's development. However, they do not complete the required written progress checks for two-year-old children, to ensure all children make consistently good progress.
- The manager does not consistently monitor staff closely enough to make sure they have a good understanding of all aspects of their role.
- At times, staff do not make the most of opportunities to challenge older children to think for themselves to extend their learning.
- Leaders have addressed the previous recommendations. However, they do not reflect on practice effectively enough, to guide improvements and to ensure all requirements are met.

### It has the following strengths

- Children's behaviour is good. Relationships between the different ages of children are strong and they support each other well in shared activities.
- Staff provide a well-resourced and nurturing environment, where children feel safe. They support children's physical and emotional development effectively.
- Parents report that their children settle well, even after a short period of time in the pre-school. Strong relationships develop between the children and their key person.

## What the setting needs to do to improve further

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

#### Due Date

- provide parents with the required written summary of their children's progress in the prime areas when they are aged between two and three years. 04/11/2017

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

- strengthen further the arrangements for monitoring staff performance to help staff build on their knowledge and skills
- increase opportunities for older children to develop their thinking skills
- develop the use of self-evaluation to clearly identify all areas for improvement.

### Inspection activities

- The inspector conducted a joint observation with the manager to evaluate teaching and learning.
- The inspector sampled a number of documents, including staff qualifications, first aid, risk assessments, planning, safeguarding information and children's assessments.
- The inspector spoke with staff and children at appropriate times throughout the day.
- The inspector spoke to a number of parents to evaluate how well the staff supported them and their children.
- The inspector observed interactions between key persons and children.

### Inspector

Jameel Hassan

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders do not reflect on practice effectively enough to ensure all requirements are met. The manager recognises the skills within her staff team and uses these well. However, arrangements to support and mentor staff are not consistently effective. For example, the manager does not ensure that staff have a good understanding of how to complete the required progress check for children between the ages of two and three years.

Safeguarding is effective. Staff understand their responsibility to protect children and their welfare. Leaders are aware of what they need to notify to Ofsted. Staff monitor children's progress over time and share their findings with parents. Parents have an opportunity to contribute to their children's learning and support their next steps. Leaders work well with the local school and provide additional activities that support children's development.

### **Quality of teaching, learning and assessment requires improvement**

Staff complete regular observations of children's progress. However, they do not complete the required check to ensure they identify all gaps in younger children's learning quickly. Staff provide some opportunities for children to talk about their interests. For instance, they encourage children to bring in items to share from home. Children have opportunities to use construction material and increase their understanding of 3D shapes. Staff furnish the pre-school with a broad range of resources that children can freely access and explore. For example, children used fresh vegetables to make potions and soup to enhance their imaginative play and learning. Staff teach children about the wider world. For example, they help children to learn about differences between themselves and others through a variety of activities.

### **Personal development, behaviour and welfare are good**

Staff provide a welcoming environment. Children new to the pre-school settle quickly. Staff provide good support for children to develop their social skills. For example, they model expectations of good behaviour to help children learn. Staff praise children well and encourage them to join in activities together. For instance, they give praise to children as they count together and when they register themselves on arrival. Staff support children effectively to develop independence and good hygiene practices. For example, children choose to play indoors or outdoors and learn to independently wash their hands before eating. Staff plan good opportunities for children to engage in physical play and exercise. They work effectively with parents to support children's awareness of healthy lifestyles. For example, through the provision of nutritious packed lunches.

### **Outcomes for children require improvement**

Children are confident and happy, but not all children make consistently good progress. For example, older children do not have many opportunities to use their thinking skills to extend their learning. Children show an interest in literacy. For instance, they enjoy looking at books and learn to recognise some familiar words, such as their names. Children gain appropriate skills and knowledge in readiness for school.

## Setting details

<b>Unique reference number</b>	108446
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	1089025
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Sunningdale Pre-school Committee
<b>Registered person unique reference number</b>	RP518122
<b>Date of previous inspection</b>	24 March 2015
<b>Telephone number</b>	01344 623331

Sunningdale Pre-School opened in 1969. It is situated in a residential area in Sunningdale, Berkshire. Nine staff work with the children. Of these, seven hold relevant qualifications from level 3 to level 5. The pre-school is open each weekday during term time from 9am to 3pm, and an after-school club runs from 3.15pm to 5.30pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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 2017

