

Sunningwell Preschool

Sunningwell Preschool, Dark Lane, Abingdon, OX13 6RE



Inspection date	12 January 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 well-qualified staff demonstrate a good understanding of how children learn and develop. They use effective teaching methods to support all children to make good progress in their all-round development.
- Children are very happy attending the pre-school and they develop secure attachments to staff. Staff are kind and caring, and respond well to children's individual needs.
- Staff provide an exciting range of resources and activities to motivate and interest children, and give high priority to developing their speaking and listening skills. They use every opportunity to reinforce children's vocabulary and conversation skills.
- Staff provide good support for children who have special educational needs (SEN) and/or disabilities. They form good links with other professionals to fully support children's welfare and all-round development.
- The manager and committee are clear about providing good-quality outcomes for children. With staff, they regularly evaluate practice, taking into account the views of parents and children, to make positive changes to the quality of teaching and children's learning experiences.

It is not yet outstanding because:

- Staff do not consistently help parents to fully understand the next steps in their children's learning so parents can maximise their children's learning at home.
- Staff miss some opportunities arising from children's spontaneous play to deepen their investigative skills, to solve problems and find other ways of doing things.

What the setting needs to do to improve further

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

- extend ways to help parents to understand their children's next steps so they are able to maximise their contribution to their children's learning at home
- support staff in recognising the potential arising from children's play so they can deepen children's investigative skills, to solve problems and find other ways of doing things.

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 manager and a committee member, and spoke to staff and children.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, and written policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand their responsibilities to protect the children in their care. They know the procedures to follow if they have concerns. Staff deployment is well organised. This helps to ensure that children are safe and well supervised indoors and outdoors. The manager supports staff's professional development effectively. She monitors their practice and helps them to improve their performance. For example, sharing expertise and attending training have helped staff to extend outdoor learning opportunities. The manager effectively monitors children's progress. She swiftly identifies those children who are at risk of falling behind, to ensure they receive further support where needed.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning. They use this information well to monitor children's achievements and plan for the next steps in their development. Staff continually extend children's understanding, imagination and vocabulary as they play. They skilfully engage children in conversations, for example, as they create habitats for different toy animals in the 'polar ice' tray. Staff provide a good range of sensory activities. For example, young children explore the texture of different paints when using brushes to make marks. Older children create model food for their toy pets, selecting from a wide range of colourful materials, and they carefully use scissors.

Personal development, behaviour and welfare are good

Children are warmly welcomed into a nurturing environment, where staff support their emotional and physical well-being well. Children behave well. Staff act as good role models and encourage children to understand the importance of being kind and caring. Children develop good friendships with each other. They learn to share, take turns and respect the wishes of others. Staff foster children's independence well. Children confidently pursue their own interests as they explore the indoor and outdoor play areas. Children learn about the importance of good health and benefit from plenty of fresh air and exercise. They enjoy climbing and balancing on the outdoor play equipment and running on the field.

Outcomes for children are good

Children receive good support that prepares them well for the next stage in their learning, including school. They develop a strong interest in early reading. For example, younger children enjoy using dough to recreate characters and act out storylines from tales they have heard. Older children eagerly use books to find information about topics, such as polar ice. Children develop their mathematical skills well, for instance, when joining in with counting during large-group activities or playing number and shape bingo in small groups. Younger children make marks with paint and chalk and develop pre-writing skills. Older children understand some sounds that letters represent and can write their names.

Setting details

Unique reference number	EY497565
Local authority	Oxfordshire
Inspection number	1036117
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	40
Name of registered person	Sunningwell Pre School
Registered person unique reference number	RP901737
Date of previous inspection	Not applicable
Telephone number	01865321708

Sunningwell Preschool registered in January 2016. It operates from premises in the grounds of Sunningwell Church of England School in Abingdon, Oxfordshire. The pre-school opens each weekday during school term times only from 8.45am until 2.45pm. There are six members of staff, four of whom hold a relevant early years qualification at level 3 or above. The provider receives funding to provide free early education for children aged two, three and four years.

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