

# Sunnyside Pre-School LTD

1st Chadwell Heath Scouts, Catterall Hall, Romford, RM6 6LB



## Inspection date

1 February 2018

Previous inspection date

18 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager is ambitious and communicates high expectations to all. Staff morale is high and they work well together to identify areas for improvement.
- Children are happy and settled. The pre-school is calm and welcoming. Key persons are attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- Staff plan a wide range of activities across all areas of learning. Children are able to make choices in their play from a well-resourced environment. Children make good progress from their starting points.
- Staff are good role models and children behave very well. Children are encouraged to share, show kindness to each other, to listen and not to run inside.
- Partnerships with parents are very good. Staff establish strong relationships with parents from the start. They keep parents well informed about their children's day, including progress and achievements. Parents speak very positively about the pre-school.

### It is not yet outstanding because:

- Although staff evaluate activities children take part in, they do not fully recognise that some activities can incorporate more than one area of learning.
- Professional development is not specifically focused on raising the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- strengthen staff's knowledge of how their evaluations of activities can incorporate more than one area of learning, to more fully enhance children's learning experiences
- build on plans for professional development to precisely identify ways to help raise the quality of teaching to an outstanding level.

### Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences indoors and outdoors.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector viewed evidence of the suitability of staff working at the pre-school.
- The inspector talked to the manager about her priorities for improvement.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day.

### Inspector

Tina Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff work closely with the local authority and implement action plans for improvements. Children's individual progress is checked to identify any gaps in their learning and development. This ensures children swiftly receive any additional support they may need. Safeguarding is effective. Staff are knowledgeable and understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. Staff supervise children well to ensure their safety. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well. Regular supervisory meetings for staff enable the manager to identify training and development opportunities and discuss how they can enhance the experiences offered to children.

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

Staff provide a good range of experiences that enables children to lead their own learning and build on their interests. Young children confidently use a selection of tools to mould and cut dough. They enjoy experimenting with soapy water, filling and emptying different sized containers. Children enjoy cooking activities. They excitedly investigate cake ingredients, eagerly cracking eggs and exploring textures. Staff encourage children to think and share their ideas. For example, children work as a team to construct ramps for the cars. They use their imagination as they pretend to cook. Staff support them to gain new skills. Children show high levels of concentration, carefully peeling and cutting fresh vegetables, such as Brussels sprouts and onions.

### Personal development, behaviour and welfare are good

Children's health and physical development are promoted effectively. They enjoy lots of fresh air and exercise in the interesting outdoor space. Children excitedly play chasing games and practise their skills in throwing and kicking balls. Staff and children enthusiastically march and wriggle in music and movement sessions. Staff ensure children who are new to the pre-school are given plenty of cuddles, comfort and reassurance. This helps them to settle quickly into their new surroundings. Children are confident and sociable. They happily approach visitors and ask them questions. Partnerships with other providers and professionals work very effectively and make a strong contribution to meeting children's individual needs.

### Outcomes for children are good

All children make good progress from their starting points and acquire key skills required in preparation for school. Children are confident, keen and enthusiastic learners who enjoy exploring the wide range of activities available to them. Early literacy skills are emerging as children enjoy giving meaning to the marks they make. Staff encourage early reading skills and children enjoy listening to stories. Children's independence is encouraged during the routines of the day. They learn to pour their own drinks and put on their own coats. Early mathematical skills are developing well. Children learn about numbers, counting, shapes and size in everyday activities.

## Setting details

<b>Unique reference number</b>	EY472013
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	1069933
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Sunnyside Pre-School LTD
<b>Registered person unique reference number</b>	RP907372
<b>Date of previous inspection</b>	18 June 2014
<b>Telephone number</b>	07590 056 580

Sunnyside Pre-School Ltd registered in 2013. The premises are situated in Chadwell Heath, in the London Borough of Barking and Dagenham. The setting is open Monday to Friday, term time only, from 9am until midday. The setting receives funding for the provision of free early education for children aged two, three and four years.

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