

Sunnybank Pre-school

Sunnybank Pre-School, Saddleworth Road, Greetland, Halifax, West Yorkshire, HX4 8LZ



Inspection date 17 April 2018
Previous inspection date 8 July 2015

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

- Staff know children well and have created a highly stimulating environment that promotes children's development across all areas of learning.
- Children are happy and sociable, and are given the freedom to self-direct their own learning. They are highly engaged and their interests are sustained.
- Children's safety and welfare are prioritised. Staff have a strong knowledge of safeguarding and how to keep children safe in the provision.
- The management team routinely reflects on the quality of the provision. They are committed to continuously improving outcomes for children and their families.
- Effective partnerships with parents and surrounding schools strongly support continuity in children's care and education.

It is not yet outstanding because:

- The ongoing monitoring and reviewing of children's development does not include comparisons between the progress of different groups of children, to better inform planning or close gaps in learning.
- Staff do not consistently take opportunities to fully support children's early communication skills.

What the setting needs to do to improve further

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

- establish ways to monitor and review the progress made by different groups of children, to quickly identify and address any gaps in their learning
- support children's early communication skills more consistently.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during indoor and outdoor play activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the parents, staff and children at appropriate times during the inspection to gain their views.
- The inspector looked at a range of relevant documentation, including staff training records, children's records, observations and assessments about children's learning, and policies and procedures.
- The inspector discussed the safeguarding and self-evaluation procedures with the management team.

Inspector

Felicity Sutcliffe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff recognise the known indicators of child abuse and understand the action to take in the event of a concern about a child in their care. The management team is highly reflective in their practice. They take into account the views and ideas of staff, parents and children. This results in quality teaching and learning opportunities that meet children's needs. Leadership is strong and managers are committed to continuous improvement. Staff receive regular feedback about their work, access training and professional development opportunities. They feel supported and valued by the management team and utilise skills gained from training in their work with children. Parents comment positively on how information is shared in a range of innovative ways about their children's learning and development.

Quality of teaching, learning and assessment is good

The long standing staff team has many years of childcare experience. Children are valued and respected as unique individuals and staff know them well. Planning and assessment are effective and children make good progress. Parents are highly involved in supporting staff to establish children's starting points. Overall, staff are quick to extend learning opportunities for children and respond to their emerging interests. They support parents to continue children's learning at home. They hold regular discussions about children's progress and additional support that can be offered. Home visits are offered to new families which help children to settle quickly into the pre-school.

Personal development, behaviour and welfare are good

Children have built strong attachments to their key person and are confident in the environment. Staff talk to children about pre-school rules during group activities to help them understand how to keep themselves safe. Children enjoy healthy foods at snack time, are active and enjoy free access to the well-resourced outdoor area. Staff are positive role models for children, who are kind to each other and well-mannered. Children collaboratively play together in large groups and are confident in directing their own play. Staff encourage children to share their play and ideas with their peers.

Outcomes for children are good

Children are well prepared for future learning and are highly engaged in their play. They confidently choose activities they wish to engage in, indoors and outdoors. Staff support children's transition on to school very effectively through strong partnership working with local schools. Children develop early writing skills as they paint and make marks. They read books, enjoy stories and gain mathematical skills during games and songs.

Setting details

Unique reference number	EY357177
Local authority	Calderdale
Inspection number	1129924
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	31
Name of registered person	Sunnybank Pre-School
Registered person unique reference number	RP906699
Date of previous inspection	8 July 2015
Telephone number	01422 370162 or 07960387314

Sunnybank Pre-school registered in 2007. The setting is open Monday to Friday, from 9am to 3pm during term time only. There are eight members of staff, all of whom hold relevant early years qualifications at level 3. The manager also holds a qualification at degree level in early childhood studies. The pre-school provides funded early education for three- and four-year-old children.

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