

Sunninghill Playcentre

3-4 Chapmans Courtyard, High Street, Sunninghill, Berkshire SL5 9NF



Inspection date	14 January 2019
Previous inspection date	24 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 establishes open, professional and supportive partnerships with parents. She quickly puts strategies in place for children who need more help. Parents are extremely complimentary about the quality of care and learning their children receive.
- Staff take children out into their local community on a daily basis. They follow thorough risk assessments to help keep the children safe as they visit places, such as parks, daycare centres, shops and the school.
- Staff make very effective use of storytelling and extend children's listening and attention, understanding of the world and imaginative play. Children concentrate well, talk about their feelings and empathise with characters in books. They enjoy visiting the local library each week to choose their own books.
- Staff provide children with rich opportunities to learn about caring for their environment and eating healthily. For instance, they choose from enormous platters of fruit and vegetables to supplement their breakfasts and snacks. They learn to assess when a mango, melon or pineapple is ripe and juicy.
- Outcomes for children are good and parents agree that their children are well prepared for other activities in the community. Staff from the breakfast and after-school clubs visit the local school on a daily basis. Children practise and develop the skills they need to settle into school quickly.
- The manager and staff do not make the most of opportunities to work with parents in order to guide children's use of online technology from an early age.
- Some staff do not make the most of their good observations of children's achievements in order to focus sharply on promoting the next steps in children's learning.

What the setting needs to do to improve further

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

- share guidance and practical ideas to manage children's measured and appropriate use of technology even more effectively to further strengthen continuity in children's care and learning
- target each child's next steps more precisely to enable them to make the best possible progress as they continue to enjoy diverse and challenging activities.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors.
- The inspector looked at children's records. She discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and offered to complete a joint observation with the manager. Together, they discussed how staff's training has contributed to children's learning and development.
- The inspector spoke with the manager and staff about the impact of their practice on raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The manager makes very good use of self-evaluation to identify and target improvements across the clubs and the nursery provision. For example, she uses her detailed monitoring of children's achievements to check that they are progressing well in all areas of their learning and to raise the quality of staff's practice. This is particularly evident in the pre-school room, where children flourish. The manager also checks that staff receive the training and support they need to meet their roles and responsibilities. For instance, all staff know how to recognise and respond appropriately to a wide range of child protection and welfare issues. All established staff hold recent qualifications in paediatric first aid.

Quality of teaching, learning and assessment is good

Most of the staff are very experienced and well qualified. The new, carefully chosen apprentices are already valued members of the staff team. The manager has been very effective in a recent drive to improve the quality of teaching and the diversity of learning experiences that children explore. For example, toddlers whisk up bubbles and hunt for play fish who are hiding. They also watch, feed and nurture a small tank of real fish. Staff in the pre-school room are exceptionally skilled in gently challenging children to think about what they are doing and how they can apply the knowledge and skills they already have to improve it. Children think carefully about how they draw animals. They explore concepts, such as hibernation, and learn the meaning of words such as 'camouflage'.

Personal development, behaviour and welfare are good

Staff consistently provide a reassuringly calm presence in the midst of joyful and varied play times. New children, of all ages, soon form secure relationships with staff and quickly settle in. Staff consistently and skilfully raise children's awareness of each other's feelings and how they can be kind to each other. Children have a very strong sense of belonging and learn to respect and look out for each other. Staff successfully encourage children to take increasing levels of care of themselves and their belongings.

Outcomes for children are good

All children make good progress in their learning. For example, children with special educational needs and/or disabilities benefit from early support. Children who are vulnerable gain the confidence to try new things and succeed. Toddlers are curious to explore and older children are eager to learn. Children enjoy many opportunities to handle tools and use different writing materials. They concentrate well, and some are able to complete jigsaw puzzles with as many as 70 pieces and others have been able to add perspective in their drawings. Children enjoy learning to use different technology for different purposes, for example to help them learn more about polar and grizzly bears.

Setting details

Unique reference number	EY423197
Local authority	Windsor and Maidenhead
Inspection number	10060223
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 12
Total number of places	16
Number of children on roll	43
Name of registered person	Sunninghill Play Centre Ltd
Registered person unique reference number	RP530439
Date of previous inspection	24 August 2015
Telephone number	01344624074

Sunninghill Playcentre registered in 2011 and is located in Sunninghill, Berkshire. The crèche and pre-school are open each weekday from 7.30am to 6pm for 50 weeks of the year. The provision also includes a breakfast club from 7.30am to 9am, an after-school club from 3.15pm to 6pm and a holiday club. The provision receives funding to provide free early education to children aged two, three and four years. There are eight staff working with the children, six of whom hold appropriate qualifications at level 3, and there are two apprentices.

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