

Sunshine Corner Pre-School

The Village Centre, Rogers Lane, Stoke Poges, Berkshire SL2 4LP



Inspection date	28 March 2019
Previous inspection date	22 June 2016

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

- Children take part in a wide variety of stimulating activities. They can easily access resources and make independent choices in their play.
- The manager monitors children's outcomes effectively. She uses this information to identify any gaps in their development and implement plans to support all children to progress further. All children make good progress from their starting points.
- Partnerships with parents are good. Feedback from parents is positive and they feel involved in the children's learning and development.
- Children behave well. Staff provide regular praise as they recognise children's efforts and achievements. This helps to raise children's confidence and self-esteem.
- Staff support children to understand the importance of living a healthy lifestyle. They provide healthy snacks and daily opportunities for fresh air and exercise.
- Staff do not always promptly encourage younger children to talk about what they are doing in the activities they choose for themselves, to make the most of the learning opportunities provided.
- Information gathered from assessment is occasionally not used well enough, to precisely focus future planning, so that children are supported to make even more rapid progress in all areas of learning.

What the setting needs to do to improve further

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

- interact more effectively with younger children, especially during activities they have chosen themselves, to encourage them to discuss what they are doing and more readily extend their understanding
- use information gained from assessments more effectively, so that planning for children's future learning is precisely focused on each child's individual needs.

Inspection activities

- The inspector observed the interactions between the staff and children and considered the impact on children's learning.
- The inspector completed a joint observation of an activity with the manager and discussed how she supervises staff.
- The inspector considered the comments from parents and took their views into account.
- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector asked the manager and staff questions throughout the inspection, to establish their understanding of how to safeguard children, and how they monitor their learning and development.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have completed training and understand how to help protect children. They are aware of the procedures to follow if they have any concerns about a child. They successfully help children to have a good understanding of how to keep themselves safe. For example, they gently remind them that it is not safe to run indoors as they may harm themselves or others. Staff are well deployed, and supervise children's activities successfully. The manager supports them well in their professional development, through ongoing supervision and annual appraisals. Robust recruitment procedures and effective induction and monitoring processes enable the manager to check staff's suitability to work with children. The manager and staff evaluate the strengths and areas for improvement of the pre-school effectively. For example, they complete quality improvement plans and reflect on children's interest in activities, to enable them to identify their current interests and needs. They use this knowledge to adapt the learning environment to improve outcomes for children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. On entry to the setting, staff have discussions with parents and complete assessments on children to establish what they know and can already do. They work closely with children who need additional support and use effective strategies, such as small-group activities, to help them to progress. Children have good opportunities to develop their counting and number skills. For example, they scoop rice into containers and count how many scoops they have added. Staff extend their learning further, such as by asking them how many more they think they will need to fill the container up to the top. Children predict how many they need and count to see if they are correct. Staff place a good focus on helping children to develop early literacy skills. For instance, on arrival, children find their names to self-register and are encouraged to make marks and record their ideas during their play.

Personal development, behaviour and welfare are good

Children are happy and settled and have good relationships with the staff and each other. They are kind, polite and cooperative. Staff successfully help them to understand and value the differences and similarities between themselves and others. For example, they complete activities that encourage children to talk about themselves, and to share their cultural beliefs and celebrations. Staff are sensitive to children's needs. They respond promptly when young children arrive and spend time with them to help them to settle.

Outcomes for children are good

Children develop the skills that will prepare them for their future learning, including when they move on to school. They demonstrate a clear motivation to learn and develop independence and confidence in their abilities. For example, older children complete personal care routines and help younger children to dress for outdoor play. They form friendships and play cooperatively with their friends.

Setting details

Unique reference number	EY263404
Local authority	Buckinghamshire
Inspection number	10073217
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	2 - 4
Total number of places	26
Number of children on roll	45
Name of registered person	Sunshine Corner Playgroup Stoke Poges Committee
Registered person unique reference number	RP905246
Date of previous inspection	22 June 2016
Telephone number	01753644300

Sunshine Corner Pre-School registered in 1970. It is open from 9am until 3.30pm each weekday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. Seven members of staff work with the children. Of these, one holds qualified teacher status, one holds early years professional status, and four hold childcare qualifications at level 2 and 3.

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