

# Sunnyside Preschool

Peredur Centre for the Arts, West Hoathly Road, EAST GRINSTEAD, West Sussex RH19 4NF



<b>Inspection date</b>	17 June 2019
Previous inspection date	22 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The new manager is hard-working and ambitious. She is dedicated to the ongoing development of the pre-school. She seeks the views of staff and parents to help her evaluate the pre-school effectively. Her detailed self-evaluation identifies precise actions to raise the quality of teaching and learning even further.
- Staff observe and monitor children's development effectively and plan stimulating activities. They regularly share children's progress and next steps with parents.
- Children make good progress from their starting points. This includes all those with special educational needs and/or disabilities and those in receipt of additional funding.
- Children are extremely well supported to learn about personal safety and managing risks. For instance, children help staff to complete risk assessments of the setting. Staff encourage them to consider how to keep safe when using campfires or navigating outdoor play equipment.
- Children's behaviour is exceptional. Staff are excellent role models and foster an environment of respect and kindness. Children concentrate extremely well, share without prompting, listen attentively and develop excellent social skills.
- Parent partnerships are effective. Parents express high levels of satisfaction with the pre-school. They compliment the staff's strong communication and their commitment to the setting. They praise the wide range of activities available and the good progress their children make.
- All staff receive regular supervision. However, arrangements for their continuous professional development are not sharply focused on stretching and challenging the most able children during activities to develop their thinking skills even further.
- Although parent partnerships are good, there is scope to gain more information from parents about what their children can already do to enable staff to plan for their learning from the outset.

## What the setting needs to do to improve further

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

- support staff to use opportunities that arise to challenge the most able children's thinking, to extend their learning and help them make even more progress
- extend opportunities to work with parents to gain a better understanding of their child's prior learning when they first attend the setting.

### Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the managers to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training and safeguarding procedures.

#### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

Staff are a strong team and work well together. They deploy themselves well and are vigilant of children's safety. Safeguarding is effective. Staff have a thorough knowledge of child protection procedures. They know the steps to take to report concerns about a child's safety or well-being. Procedures for recruitment, induction and ensuring the ongoing suitability of staff are robust. The manager and staff have developed effective partnerships with other settings that children attend, as well as local schools. This supports the continuity of care of children. Systems to monitor the progress of children ensure that delays are quickly identified. This means that support is swiftly actioned to close gaps in children's learning. Additional funding that the preschool receives is spent carefully to provide children with a range of opportunities.

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

Staff are experienced and know their children extremely well. Staff are nurturing and kind and use children's interests to successfully engage them in activities. They provide a good balance of child-led and adult-planned activities. Children are encouraged to make independent choices about their play and learning within the stimulating environment. Children's imaginative play is very well supported. For instance, children delight in pretending to toast marshmallows in their role-play campsite. They eagerly shine torches on the tent roof to look at the effects of light and build ponds for their toy frogs. Children have good opportunities to be creative and explore colours and textures. For example, they enjoy exploring painting with marshmallows and cornflour and confidently talk about their paintings on the easel.

### Personal development, behaviour and welfare are outstanding

Settling-in systems support children to build strong attachments to their key person exceptionally well. Staff are committed to supporting children's emotional needs and work closely with families. For instance, children can access the pre-school welcome book to learn about the staff and setting before joining. Parents are invited to attend regular meetings to meet with their key person. Children have excellent opportunities to learn about the world around them and nature. For example, they are eager to examine the roots of the green beans they have grown. They delight in talking to visitors about the different animals in their garden, such as the robin's nest they had found. Children gain an excellent understanding of their local community. For example, they make visits to local farms and nature areas. They enjoy 'bear hunts' in the local woods and help to deliver letters to the local postbox.

### Outcomes for children are good

Children acquire the skills and knowledge to support them in the next steps in their learning and the eventual move to school. Literacy skills are well supported. For example, children have good opportunities to make marks. They demonstrate the use of a preferred hand and can write the first letter of their name. They confidently use mathematical language in their play, such as counting the number of apples that they find in the garden and identifying the 'biggest' and 'smallest'. Children develop strong physical skills. They confidently balance along beams and climb rope ladders.

## Setting details

<b>Unique reference number</b>	EY375707
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10104213
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Sunnyside Community Pre-School Committee
<b>Registered person unique reference number</b>	RP522441
<b>Date of previous inspection</b>	22 June 2015
<b>Telephone number</b>	07903 703425

Sunnyside Preschool registered in 2008. It is situated in East Grinstead, West Sussex. The pre-school is open on Mondays, Tuesdays and Thursdays from 9.30am to 2.30pm and Wednesdays and Fridays from 9.30am to 12.30pm, term time only. There are seven members of staff. Of these, one has qualified teacher status, three hold level 3 early years qualifications and one has a level 2 early years qualification. The pre-school receives funding for free early years education for children aged two, three and four years.

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