

# Sunflower Pollards

Kingsmoore Road, Harlow, Essex CM19 4LA



<b>Inspection date</b>	27 June 2019
Previous inspection date	21 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 have fun in the pre-school. Staff are playful and affectionate. They understand the needs of the children well. Children form close bonds with staff and this helps them to feel safe and secure.
- Staff have a good rapport with parents and encourage parents to discuss their children's learning. Parents say that staff are friendly and approachable. They say their children are happy and they settle well.
- Staff work in partnership with other settings that children attend and schools they are about to attend. This helps to achieve continuity in children's learning between settings.
- Children are confident and active learners and staff make their learning fun. Staff provide a good range of interesting and stimulating activities to ignite children's curiosity and imagination.
- Children are independent and make choices in their play. They are active and enthusiastic learners. Staff provide interesting and stimulating activities that motivate children to learn.
- The manager and staff evaluate the effectiveness of their practice. They seek the views of parents and children to help them to make improvements to their activities and provision.
- Although relationships with parents are good, staff do not make the best use of opportunities to share information that helps parents to fully support their children's learning at home.
- The manager does not focus on the professional development of staff sharply enough to raise the quality of teaching to the highest level.
- Children do not always have access to a full range of activities outdoors to meet all the areas of learning, particularly for those who prefer to learn outside.

## What the setting needs to do to improve further

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

- strengthen systems for working in partnership with parents to help them to become more involved in their children's learning in the setting and at home
- establish a secure programme of continuous professional development, to expand staff's knowledge and skills and raise the quality of teaching to the highest level
- increase opportunities for all children to access a full range of outdoor learning, especially considering those who learn best outside.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to provider, staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's records, policies and procedures.

### Inspector

Jenny Forbes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are fully aware of their responsibilities to protect children. They understand the procedures to follow if they have any concerns. Staff receive regular training in safeguarding. This helps them to stay up to date with current legislation and practice. The small staff team work successfully together to maintain the smooth running of the pre-school. Staff are supported by the provider who ensures that recruitment procedures are robust and that staff receive effective supervision. Staff conduct daily risk assessments of the premises and outdoor area. This helps them to identify hazards in the environment and minimise any dangers to children. Staff teach children to keep themselves safe and help them to understand why they need to use 'walking feet' indoors.

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

Staff monitor children's learning carefully and quickly identify any delays. They work closely with other professionals to secure effective support for children and families. All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make good progress and continue to achieve well. Staff use effective techniques to encourage children's communication and language development, such as using good eye contact and clear speaking at child level. Visual timetables help children to understand routines. Staff extend children's learning as they play, for instance, by introducing mathematical language such as higher and lower, and bigger and smaller. Children are creative and artistic. For example, they cut out shapes of fruit from dough and decorate them, making them look realistic as staff talk to them about the features of their favourite fruits.

### Personal development, behaviour and welfare are good

Children have access to outdoor play every day. Staff ensure they are fully protected from the sun as they race around the garden on tricycles and in cars. Staff build on children's interest in transport and set up road signs. They encourage children to draw zebra crossings with chalk and help them to mark out parking spaces. Staff encourage children to number the spaces themselves and they learn to count in sequence. Children experience a good range of activities that support their physical and emotional well-being. Staff teach children how to behave towards each other. They teach them how to share and take turns. Staff praise children often, thus raising their self-esteem. Children become independent. They pour their drinks and learn good hygiene skills. Children enjoy healthy snacks and staff ensure they can eat when they are hungry. Staff know the children well and provide them with individual attention.

### Outcomes for children are good

Children develop skills that help them to become ready for school. They practise writing the letters in their name. They count large and soft bricks as they experiment how to build them the tallest. Children sit still and listen to stories. They answer questions intelligently and are inquisitive. Children learn about people who are different from themselves. They are tolerant and respectful. They help each other and understand that some children need more care and consideration.

## Setting details

<b>Unique reference number</b>	EY420531
<b>Local authority</b>	Essex
<b>Inspection number</b>	10074676
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	15
<b>Name of registered person</b>	Great Parndon Community Association
<b>Registered person unique reference number</b>	RP910034
<b>Date of previous inspection</b>	21 January 2016
<b>Telephone number</b>	01279 866387

Sunflower Pollards pre-school registered in 2010 and is located in Harlow, Essex. The pre-school opens Monday to Friday, from 9am until midday, during school term times. There are three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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