

Inspection of Sunnyfield Kindergarten

Catholic Hall, Great Ayton, Middlesbrough, North Yorkshire TS9 6NU

Inspection date: 24 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and staff provide a setting where each child is valued and listened to. Children eagerly come into the kindergarten and quickly engage in play with their friends. Staff offer a warm welcome to children and parents. They ensure parents have the opportunity to talk with them. Children know who to go to for support and are reassured by the caring staff. This supports children's positive emotional well-being. Children feel safe and secure due to the calm and nurturing environment the staff provide.

Staff have high expectations of what every child can achieve. Children are motivated to learn and confidently explore the interesting resources. They know they can freely choose where, and with what, they want to play as they access additional resources from clearly labelled boxes. Children work well together and staff encourage them to develop their resilience skills and to keep trying. For example, children concentrate as they build a house outdoors, using books for reference. Children develop their physical skills well. For instance, they manoeuvre bicycles and cars outdoors and practise hand-eye coordination as they play with bats and balls.

What does the early years setting do well and what does it need to do better?

- Children and their families are warmly welcomed into the kindergarten. Young children quickly settle with good support from their key person. Close relationships are formed. Children initiate cuddles with staff and happily participate in activities together.
- Staff have a good understanding of what children need to learn next. Overall, staff identify when further support may be needed to help children to develop and thrive. However, occasionally, staff do not recognise opportunities to reshape activities as they progress. This does not give children the consistently high level of encouragement and challenge that they need to learn as much as possible from their experiences.
- Staff give high priority to developing children's communication, social and physical skills. They successfully promote a love of books and reading. Staff share stories and children enjoy this one-to-one time as they sit and cuddle up on cushions. Children are animated as they read stories and are keen at group times to share these with their friends and predict the end of the story. Staff encourage children to enjoy books and treat them with care.
- Staff have high expectations for children's behaviour and conduct. They embed the rules of the setting and children play well together, sharing resources and toys. Children develop positive attitudes to their learning and enjoy making pictures for their parents on the craft table.
- Children have access to a wealth of resources and activities which support their

pre-writing skills. They confidently handle tools when modelling with dough and pens and spreaders in creative activities. However, opportunities for children to extend their understanding of numbers and counting are not always used to best effect.

- The manager monitors staff practice within groups and shares suggestions with them for improvements. She supports staff with access to some training. Together, they reflect on the quality of the setting. However, this process is not consistently effective in identifying specific areas for development to raise the standards to a higher level.
- Partnerships with parents are excellent. Parents comment that staff are fantastic and that they are well informed about all areas of their children's development. They are delighted with the progress their children make.
- Very effective partnerships are in place with the local primary school and other settings that children are due to attend. Children visit the school to watch various productions and also to participate in forest activities. They are animated as they talk about toasting marshmallows by the fire. This helps to prepare children for the next stage in their learning and the eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a breadth of knowledge regarding how to ensure that children are kept safe. They know and understand the procedures to follow should they have a concern about a child's welfare. All contact numbers and safeguarding policies are clearly displayed for staff and parents. Detailed risk assessments are in place. All entrances and exits to the building are kept secure during sessions. Staff give high priority to ensuring that children have a safe environment in which to play and explore. Children are reminded of the importance of considering their own, and each other's, safety, especially when playing outdoors.

What does the setting need to do to improve?

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

- make better use of opportunities for children to develop their understanding of numbers and counting
- support staff to strengthen their teaching skills further, so that all are able to reshape activities in response to children's changing learning needs
- enhance the system for evaluating practice and more precisely identify ways to promote continual improvements.

Setting details

Unique reference number	EY414004
Local authority	North Yorkshire
Inspection number	10071741
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	19
Name of registered person	Banks, Linda Elizabeth
Registered person unique reference number	RP902923
Telephone number	07749 613149
Date of previous inspection	30 September 2015

Information about this early years setting

Sunnyfield Kindergarten registered in 1984. The kindergarten employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with qualified teacher status. The kindergarten opens from Monday to Friday, term time only, from 9am until midday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The inspector carried out a learning walk with the manager. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated a number of activities with the kindergarten manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to parents during the inspection and took account of their views through written feedback.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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