

Inspection of Sunnyside Pre-School Playgroup

Sunnyside Primary Academy, Reynard Way, NORTHAMPTON NN2 8QS

Inspection date: 13 January 2023

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

Parents and children receive a warm welcome from friendly staff as they arrive at the pre-school. Children eagerly find their pictures to place on a peg, where they hang their coats, ready to start the day. Children settle quickly, enthusiastically exploring the activities on offer. They use their imagination as they act out their experiences in the role-play area, using a toy vacuum cleaner as they pretend to clean the carpet. Staff introduce new words such as 'whisk' and 'frothy' as children make pretend cakes using flour and toy eggs. Children enjoy being outside. They develop their physical skills as they practise climbing a wooden climbing frame. Staff say, 'Ready, steady, go!' as children zoom down the slide, smiling as they do so.

Children have positive relationships with staff and enjoy cuddles for reassurance when needed. They happily play alongside staff, engaging them in conversations. Children are friendly towards their peers. For example, they ask staff for a sand timer for their friend so they can have one each, and pass each other their coats when getting ready to go home. Children behave well, resulting in the pre-school having a calm atmosphere. Staff talk to children about why they have special seats in their parent's cars as they play with toy cars, and the children say, 'Seats keep us safe.'

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

- Staff implement a curriculum that follows children's interests. They gather information from parents during settling-in sessions to find out what children already know and can do. Staff complete regular observations and assessments of children's learning. This enables them to check for any gaps and plan the next steps to further their development.
- Children with special educational needs and/or disabilities (SEND) make good progress. The pre-school SEND coordinator works closely with parents and other professionals, such as health visitors, to help children to work towards individual targets. The manager uses additional funding well. For example, extra climbing equipment has been purchased to support children to further develop their physical skills.
- Staff provide a variety of stimulating activities. Children's communication and language skills are supported as they develop a love of books. During group story times, children take on the roles of different characters as staff read them a familiar story. Children excitedly shout out the parts they know. Staff extend children's mathematical knowledge as they encourage them to count beyond 10. They explore and discuss differently shaped jugs and containers as they pour coloured sand into them.
- Staff talk to children about their home life, encouraging them to share their

experiences. Children learn about different cultures to enhance their understanding of the world around them. However, although the pre-school welcomes children who speak English as an additional language, staff do not provide opportunities for them to hear and use their home language to support their communication and language development.

- Children's well-being is promoted, with staff introducing them to different calming strategies if they feel upset or angry, such as breathing techniques. They practise these with staff as they breathe in and out, developing their physical skills as they learn how to stretch their bodies. Staff discuss with children how they feel. They use Makaton signs, alongside spoken words, to signal if they are happy or sad.
- Children learn about healthy foods. For example, children say grapes are 'healthy' as they discuss different foods during a story session and that they should brush their teeth to keep them clean. Staff remind children to wash their hands before mealtimes. Children start to become independent as they learn to zip up their coats. However, staff do not always encourage children's independence and self-help skills, particularly during snack time, as they serve the children and pour drinks for them.
- Parents speak highly of the pre-school and report that staff go 'above and beyond' in supporting their children's individual needs. Staff share with parents how their child is learning and developing and give them ideas to continue this learning at home.
- Staff report that they feel supported by the manager. The manager carries out well-being meetings with staff to allow them to discuss any concerns. She is proactive in supporting her staff team to further their professional development. For example, staff requested and completed Makaton training to help them further support children with their communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the different types of abuse children can be subjected to, including the signs and symptoms a child may be being exposed to extremist views. They are confident in who to report concerns to about children or staff and how they can escalate these concerns if needed. Staff complete safeguarding training to support them to be alert to potential signs of abuse. The manager is aware of her responsibility to check the suitability of staff and committee members to ensure that they are safe to work with children. The pre-school is safe and secure. Risk assessments are carried out by staff to ensure the suitability of the environment.

What does the setting need to do to improve?

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

- strengthen support for children who speak English as an additional language to hear and use their home language while at pre-school to further their communication and language development
- consistently support children to develop independence and self-help skills, allowing them time to do things themselves.

Setting details

Unique reference number	220082
Local authority	West Northamptonshire
Inspection number	10263130
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	44
Name of registered person	Sunnyside Pre-school Playgroup Committee
Registered person unique reference number	RP905340
Telephone number	01604 820082
Date of previous inspection	21 April 2017

Information about this early years setting

Sunnyside Pre-School Playgroup registered in 1992 and is located in Northampton. The pre-school employs seven members of childcare staff. Of these, six hold appropriate level 3 early years qualifications, with the manager holding level 6 early years professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am to 3.25pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager observed activities, both indoors and outdoors. The manager talked to the inspector about the curriculum and what they want the children to learn.
- The inspector viewed the pre-school provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they were doing during activities.
- Parents shared their views with the inspector during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector observed interactions between staff and children and the quality of education being provided.
- A sample of relevant documentation was viewed by the inspector, including the pre-school policies and procedures.

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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