

Inspection of Sunflowers Pre-school at Amy Johnson Children's Centre

Brabazon Avenue, Roundshaw, Wallington SM6 9ET

Inspection date: 10 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff welcome children from many different cultures and backgrounds. They set high expectations for children's learning and behaviour. Staff use basic sign language to support children with communication difficulties. They invite children's parents to borrow books from the pre-school to further develop their children's vocabulary. During group time, staff use props effectively to sustain children's attention. Children join in and squeak with delight as they listen to the noise of the 'rain' and 'thunder'. Staff build strong relationships with the children. They praise children and give them spontaneous cuddles. This helps children to feel safe and emotionally secure.

Staff make good use of the outdoor space to promote children's physical development. This benefits children very well, particularly those who do not have access to outdoor space. For instance, staff encourage children to run up and down the hill to strengthen their muscles, joints and bones. Children respond happily to these learning experiences. Staff place importance on providing children with first-hand experiences to learn new things. This includes organising outings, such as to the local fields. For some children, for instance, it is their first time to see real animals roaming around in nature.

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

- Leaders manage the pre-school well. They have a clear vision and sense of purpose. Their commitment to supporting local children and families is particularly strong. This has a positive impact on the whole community.
- Staff report that they receive good levels of supervision from their leaders. This includes support for their mental health and well-being. There are opportunities for staff to develop their knowledge and skills. For instance, they have completed training to deepen their understanding of how to implement the curriculum for mathematics. Following this, staff have given children the confidence to use numbers and mathematical language during play.
- Staff work quickly to ensure that children with special educational needs and/or disabilities receive the support they need. This helps children to catch up with their peers and make good progress from their starting points. For instance, staff collaborate with speech and language therapists to improve children's ability to talk and use other language skills. As a result, children who had limited speech are now able to express themselves using words.
- Staff talk about children and their individual progress with genuine fondness. They plan a wide range of activities for children. However, at times, staff do not make effective use of observations and assessments when planning what to teach children next. Consequently, during some adult-led activities, children lose their motivation and focus to complete the tasks.

- Staff teach children about right and wrong to help manage their behaviour. However, they do not always ensure that children understand the impact of their actions on themselves and others. This makes it difficult for children to self-regulate their feelings and emotions.
- Since the COVID-19 pandemic, staff spend time teaching children practical skills, such as self-care and independence skills. They also use snack time to teach children good table manners. Children are learning to sit and eat at the table, which also promotes their social skills.
- Staff are particularly good at engaging parents in their children's learning. They build strong relationships with parents, which helps parents to feel secure in asking for help when needed. Some examples include staff helping parents to complete referral forms or providing interpreters to secure clear communication with them. Parents agree that staff are 'very helpful' and 'extremely sensitive' in their interactions with them. They are delighted with the work of the pre-school staff, which has a positive impact on children's progress.
- Leaders continue to evaluate the quality of the provision to make positive improvements. Since the last inspection, for example, they have supported staff to introduce planting and growing activities with the children. This gives children the confidence to explore nature and care for fresh produce in the garden.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow rigorous procedures to assure staff's suitability to work with children. They carry out ongoing checks to monitor if there are changes in staff's personal circumstances to help keep children safe. Leaders are very aware of local issues facing children and their families. This puts them in a strong position to identify individual children who might be suffering or are likely to suffer significant harm. Leaders ensure that staff are deployed well to protect children's welfare. Staff can identify signs of abuse, including indicators of extremist behaviour. They know what to do if they have concerns about children.

What does the setting need to do to improve?

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

- review curriculum planning so that all adult-led activities focus specifically on developing children's individual next steps in learning
- explain to children more clearly about their actions and the impact these have on themselves and others.

Setting details

Unique reference number	EY333253
Local authority	Sutton
Inspection number	10307870
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 3
Total number of places	16
Number of children on roll	14
Name of registered person	London Borough of Sutton
Registered person unique reference number	RP520732
Telephone number	0208 770 5910
Date of previous inspection	8 March 2018

Information about this early years setting

Sunflowers Pre-school at Amy Johnson Children's Centre registered in 2006. The pre-school employs six staff members. Of these, five hold appropriate early years qualifications at level 3 or level 6. The pre-school operates during term time only, from 9am until 12.45pm, Monday to Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the setting.
- The inspector went on a learning walk with one of the leaders to establish the priorities for the curriculum. She observed the quality of education during activities, inside and outside, to assess the impact these have on children's learning.
- The inspector spoke with staff and interacted with the children at suitable times during the inspection.
- Two joint observations were completed by the manager and the inspector. They discussed the impact of the activities on children's learning.
- Parents spoke with the inspector to share their views on the quality of the provision. They also left written messages, which were taken into account.
- The inspector held discussions with leaders to discuss leadership and management issues. She looked at relevant documentation, such as evidence of suitability and vetting checks, first-aid certificates and staff personnel files.

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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