

# Inspection of Sunningdale Pre-School

Village Hall, Church Road, Sunningdale, Berkshire SL5 0NJ

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Inspection date: 11 July 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show a true sense of belonging and a familiarity with the well-established routines as soon as they arrive. They put away their belongings and self-register by finding their own name card. Staff create a warm and welcoming environment. They know children well and treat them with care and affection. For example, children receive hugs and reassurance to help them settle into the day ahead. They develop strong, trusted attachments with staff, which helps them feel safe.

The manager, alongside her staff, creates a varied curriculum which effectively promotes children's love for learning. They have a clear ambition for all children to succeed and be prepared for their eventual move to school. Staff provide children with a wealth of enriching and motivating experiences. For instance, all children enthusiastically participate in a music and movement session led by staff. The manager and staff support all children, including those with special educational needs and/or disabilities, to make good progress from their starting points.

Staff are good role models with high expectations for children's behaviour. Children follow the examples set by staff, showing their kindness and willingness to help each other. For example, they happily collect water for their friends when they make 'mint soup' in the garden. Staff skilfully involve children in a song that highlights their expectations, such as singing the words 'kind thoughts', 'kind hands' and 'kind words'. This helps to create a supportive and respectful culture.

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

- The management team evaluate the care and education they offer children. For example, they review the curriculum regularly and make changes to incorporate children's interests, such as when children show a fascination with flowers. Staff provide opportunities to plant seeds, tend to them and observe them growing into sunflowers. They enrich children's learning experiences in a variety of ways, such as painting sunflowers and learning about the different parts of a flower. In this way, children remain engaged and focused.
- Staff place a high priority on developing children's communication and language skills. They hold meaningful two-way conversations with children throughout the day. Children delight in sharing their thoughts and experiences about different topics. Staff use these opportunities to extend children's vocabulary. In addition, staff are quick to identify children who show speech delay. The manager and staff work closely with external professionals and parents to effectively support these children through targeted interventions which help address any gaps.
- Staff give children the space and time to develop their critical thinking skills. They encourage them to think through problems they may face during their play. For instance, children work together to design and make a den using

overhanging branches, large sheets and clips. Children of all ages work collaboratively as they share ideas and test them out. Staff intervene at appropriate times to offer guidance, such as when they offer string to tie up a section for others to come in and out.

- Staff successfully help children to lead healthy lifestyles. Children have daily opportunities to be active in the fresh air. They learn about the benefits of yoga, remembering to breathe deeply as they move their bodies into different poses. Children independently wash their hands after being in the garden and before eating. Staff take children to an allotment where they learn about growing healthy foods. This helps children to understand ways to stay fit and strong.
- Staff provide interesting activities for children to learn about themselves and others. This is evident when they encourage children to draw self-portraits using mirrors. Children discuss the similarities and differences in their own features compared with their friends. Staff encourage children to add to these discussions, talking about their likeness to their siblings and parents. This helps children learn what makes them unique.
- The manager supports staff to access a range of training opportunities to enhance their professional development. However, the arrangements for monitoring staff practice and identifying areas where individual staff may require further support are not always fully effective. For example, there are inconsistencies across the pre-school in how staff support children to extend their learning, that are not always picked up. On occasion, for instance, staff ask older children simple questions that they already know the answers to in quick succession. At these times, children's learning is not fully maximised.
- Parent partnership is a strength of the pre-school. The manager and staff exchange information with parents about their children's progress. They offer advice and suggestions to parents which provide continuity for their children's learning at home and at pre-school. For instance, the manager sends parents a weekly newsletter explaining what their children will be doing the following week to help prepare them for the new learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- strengthen the arrangements to identify and address areas for improvement in staff practice.

## Setting details

<b>Unique reference number</b>	108446
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10351035
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Sunningdale Playgroup Committee
<b>Registered person unique reference number</b>	RP518122
<b>Telephone number</b>	01344 623331
<b>Date of previous inspection</b>	1 October 2018

## Information about this early years setting

Sunningdale Pre-School registered in 1992. It operates from a village hall, in Sunningdale, Berkshire. There are eight members of staff who work with the children. They hold relevant qualifications ranging from level 2 to level 4. The pre-school is open Monday to Friday, from 9am to 3pm, term time only. They also provide an after-school club which runs from 3.15pm to 5.30pm. The pre-school is eligible for funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sonia Panchal

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed their early years curriculum.
- Children, staff and parents spoke to the inspector during the inspection. Some parents provided written feedback for the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation during snack time.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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