

Sunnybank Pre-school

Sunnybank Pre-School, Saddleworth Road, Greetland, Halifax, West Yorkshire, HX4 8LZ



Inspection date	8 July 2015
Previous inspection date	5 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and staff team have a secure understanding of the safeguarding and welfare requirements. They are confident to identify, record and report concerns about children's welfare, which helps to protect them from harm.
- Children's safety is given a high priority by staff. Children learn how to keep themselves safe while using equipment both indoors and outdoors.
- Partnerships with parents, the host school and external agencies are strong and contribute to the ongoing developments of the pre-school. Parents contribute to their children's development folders, which helps them to support their learning at home.
- The key-person system is fully effective. All staff take a flexible approach to ensure children's individual needs are met and their emotional well-being is fully promoted.
- Children behave well and display good cooperative skills when playing together, therefore establishing good relationships with each other.
- Staff regularly plan a variety of fun activities to promote children's learning. Children enjoy play that provides them with a broad range of experiences which support their learning across all areas.

It is not yet outstanding because:

- Some staff do not consistently use very effective methods for observing and assessing children's abilities; as a result, planned activities do not always elevate children's good progress to an outstanding level.
- The manager does not consistently use the existing supervision system to help staff reflect on and improve the quality of their teaching.

What the setting needs to do to improve further

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

- strengthen the observation, assessment and planning processes in order to sharply focus on raising all children's attainment to the highest level
- enhance the existing supervision of staff so it provides opportunities for them to reflect on the impact of their practice with children, in order to improve this.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed activities and spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at a sample of policies, self-evaluation, children's records and planning documentation.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan a wide range of activities both inside and outside to support children's good progress. Staff know their key children well. They identify their next steps in learning and effectively track the progress they make. Staff quickly identify children with special educational needs and/or disabilities. They put together targeted support plans which successfully help them to make good progress given their starting points. However, there are some small inconsistencies in the quality of assessment and planning in the pre-school that mean children do not always make outstanding progress. Staff engage children in meaningful conversations and children are confident to make needs known. Children engage in imaginary play. They excitedly take part in role play and enjoy creative activities planned by the staff. Staff provide them with opportunities to investigate the properties of a range of materials and objects, including water, and they explore these with excitement. This means they are motivated and active learners. A range of activities help children to develop their reading and writing skills, ready for starting school.

The contribution of the early years provision to the well-being of children is good

Children are happy and settled in the welcoming pre-school. They separate easily from their parents and quickly seek out and engage in play with their friends. In addition, staff complete home visits for children before they start, to share information and build links with the families. Children are well cared for and learn about different aspects of a healthy lifestyle. They have continuous access to the outdoor environment. As a result, they develop good physical skills as they enjoy a range of vigorous play activities. Children's independence skills are fully promoted through daily care routines and activities when they take responsibility for small tasks. This helps them to be socially and emotionally prepared for school.

The effectiveness of the leadership and management of the early years provision is good

The manager and staff team demonstrate commitment and drive to provide high standards of care for children. For example, they have regular team meetings to discuss the self-evaluation and reflect on the provision. Consequently, improvements are made which help staff to meet the needs of the families who attend. However, the manager does not provide staff with opportunities to reflect on the impact of their teaching during their supervision meetings. As a result, the focus for improvement is mainly based on the environment and resources, rather than improving teaching further to promote even greater learning for children. The manager regularly talks to staff about the progress children make and they use tracking forms to ensure the seven areas of learning are covered in depth. This helps to identify any areas of development for children and staff and in the environment. Staff and students benefit from support from the manager. They are encouraged to attend training to develop their skills to work with children, such as first aid and food hygiene.

Setting details

Unique reference number	EY357177
Local authority	Calderdale
Inspection number	863497
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	35
Name of provider	Sunnybank Pre-School
Date of previous inspection	5 July 2012
Telephone number	01422 370162 or 07960387314

Sunnybank Pre-school was registered in 2007. The setting is open Monday to Friday from 9am to 11.30am and 12.30pm to 3pm during term time only. A lunch club is also offered to provide continuous provision for families. There are eight members of staff, six of whom hold relevant early years qualifications at level 3. The manager holds Early Years Professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

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