

Inspection of Sunnyfield Kindergarten

St Margaret's Catholic Church Hall, Great Ayton, Middlesbrough, North Yorkshire
TS9 6NU

Inspection date: 30 January 2024

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in safeguarding practice mean that children's safety cannot be assured. Managers do not pass on concerns about children to relevant agencies in a timely manner. They do not always maintain record-keeping with sufficient detail to support other professionals to carry out their own assessments. In spite of these concerns, children do make good progress from their starting points in development. This is because the manager and staff team work hard to plan and deliver appropriate learning opportunities.

Staff get to know children well. This helps them to use children's interests to encourage them to become curious as they play. For instance, staff plan activities based on superheroes to support children to learn about different emotions. Children use their imaginations to create their own characters with 'special powers'. Outside, children problem-solve as they move guttering to create ramps so that balls end up being caught in buckets. They learn to recognise different shapes as they work out how to build a garage for their vehicles.

Staff encourage children to work together as a team. For instance, children follow instructions when they are playing games with a parachute. Skilful questioning from staff helps to develop children's vocabulary as they play. Children behave very well. They quickly become familiar with the daily routines. This helps them to understand what is expected of them. Staff adopt a consistent approach to support children who occasionally need to be reminded of how to play safely alongside their friends.

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

- Although there is an appropriate safeguarding policy in place and staff attend regular training, when safeguarding concerns are identified, managers have failed to follow their policy and procedures. They have not made contact with children's services without delay. Furthermore, managers do not document records of concerns effectively.
- The manager has worked with staff to design an appropriate curriculum. This is based on their good understanding of how to sequence children's learning effectively. Staff attend training courses to help to develop their practice. The manager uses regular team meetings and supervision sessions to identify ways to help children's learning. There is a strong focus on supporting children to be ready for school. Staff liaise effectively with school staff so they can help children to develop the knowledge and skills they need before moving on.
- Support for children with special educational needs and/or disabilities (SEND) is a strength of the setting. This is coordinated effectively so that gaps in children's learning are identified quickly. Staff then provide additional support. For

example, children who are assessed as needing additional support with their communication and language attend regular and focused sessions to help them make progress. Staff help children to ask for what they want, rather than pointing. Parents of children with SEND are highly appreciative of the support that the staff team provides.

- The learning environment is highly stimulating, both indoors and outside. Staff arrange it to help children make independent choices in their play. They follow children's lead and join them to share their favourite stories or to get buckets of water to wash the vehicles outside. However, at times, staff do not encourage some of the quieter children to join others in their play, even though this is correctly identified as a next step for their development.
- Staff promote children's good health well. They provide healthy snacks, which are accompanied by water or milk. Children learn how to grow their own vegetables. They understand when they need to wash their hands. Children benefit from plenty of fresh air and exercise on a daily basis.
- There are plenty of opportunities for children to develop the skills they need to become increasingly independent. Staff praise them when they manage to put on their own outdoor clothes. After their snack, children clear their own plates and cups away. Staff work with parents to help children who are ready to use the toilet independently. This helps to prepare them to be ready for school.
- Staff make sure that children learn about the world around them. They take part in community events as well as enjoying forest school sessions nearby. Parents value the wide range of experiences that staff provide for their children.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that accurate records are maintained and shared with other professionals where there are concerns about children's safety	23/02/2024

make sure that staff know and understand their responsibilities to report concerns about children's safety or welfare to agencies with statutory responsibilities without delay.	23/02/2024
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To further improve the quality of the early years provision, the provider should:

- consider how to support quieter children to join with others in their play even more.

Setting details

Unique reference number	2616709
Local authority	North Yorkshire
Inspection number	10287030
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	15
Name of registered person	Tate, Ceri
Registered person unique reference number	2616711
Telephone number	07746577046
Date of previous inspection	24 March 2023

Information about this early years setting

Sunnyfield Kindergarten registered in 2021 and is situated in Great Ayton, Middlesbrough. It operates during term time, from 9am to midday, Monday to Friday, except for bank holidays. There are currently five members of staff employed to work directly with children. Of these, four members of staff hold appropriate qualifications at level 3 and level 2. The setting is in receipt of funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Children spoke to the inspector about what they enjoy doing when they are at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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