

Sunbeams Pre-school

The Village Hall, Easthill Lane, Bramerton, Norwich, Norfolk, NR14 7EQ

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| Inspection date | 08/10/2014 |
| Previous inspection date | 12/05/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good. Children enthusiastically participate in a wide range of inviting and stimulating activities, which enable them to make good progress across all seven areas of learning.
- Children are confident, happy and settled in the relaxed and friendly atmosphere of the pre-school. They form warm and trusting relationships with the staff, who ensure that their well-being, safety and individual needs are effectively met.
- Staff work in close partnership with parents, professionals and other settings children attend to ensure there is a joined up approach to promoting children's learning and development. As a result, there is good continuity in care and children receive the support they need to develop and learn.
- Staff have a good understanding of how to promote the health and safety of the children in their care. They effectively minimise any potential hazards in the setting. Children are learning how to keep themselves safe under the staffs watchful guidance.

It is not yet outstanding because

- Staff do not consistently find out as much as possible about children's prior skills and knowledge when they start pre-school because they do not always seek in-depth information from parents during home visits.
- Staff do not fully promote children's interest in books, provided in the book area, to more sharply focus on promoting children's speech and listening skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall and the outside learning environment.
- The inspector conducted a joint observation with the manager of the pre-school.
- The inspector spoke with the manager of the provision, committee members, staff and children at appropriate times throughout the inspection.
- The inspector reviewed a selection of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and viewed the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day and information included in the setting's own parent survey.

Inspector

Lindsey Cullum

Full report

Information about the setting

Sunbeams Pre-School was registered in 1997 and is run by a voluntary committee. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school operates from the village hall in Bramerton, close to Norwich. Children have use of a main hall and associated facilities and there is an enclosed garden for outdoor play. The pre-school is open each weekday, during term-time from 9.30am to 12.30pm with a longer session on a Wednesday when children can attend from 9.30am to 3pm. Children attend for a variety of sessions. There are currently 26 children on roll in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs six members of childcare staff. The manager holds Early Years Professional status and all staff hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- strengthen the quality of information gained from parents when children first attend the pre-school, in order to consistently establish children's prior skills, knowledge and understanding
- enhance resourcing of the book area, for example, so children can listen to rhymes and stories, or use puppets and props to tell their own stories, to more sharply focus on developing children's speech and listening skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy their learning in this well-resourced and stimulating pre-school. They make good progress because staff fully understand how young children learn and provide an educational programme, which has depth and breadth across all areas of learning. Staff focus on promoting the prime areas of learning. This means that children acquire a firm knowledge base, from which they can build on and learn new skills. The daily routine is organised successfully to enable children to have lots of learning opportunities. There is a good balance of adult-led and child-initiated activities on offer and children are actively encouraged to be independent and active learners. Staff make home visits before children start attending the pre-school, as part of the settling process. While they talk to parents about the children's interests and routine needs during this visit, they only gather basic information about children's achievements to date, such as their progress in toilet training. Therefore, in-depth information is not consistently sought from parents about children's prior knowledge and skills to help staff assess children's starting

points. Despite this, staff make their own early observations of the children once settled in pre-school to gain an overview of their progress to date. This enables them to successfully plan activities that they know will capture the children's interest and build on their current abilities. Ongoing observations are carried out by the child's key person while children are engaged in activities. The key person evaluates the information gained from these observations to successfully plan a wide variety of interesting and challenging activities that engage children so they actively learn through their play. The learning record and tracking systems clearly show that all children make good progress from entry to the pre-school. The deputy manager takes the lead responsibility for coordinating the care of children with special educational needs and/or disabilities. She fully understands her responsibilities and effectively works with parents, the children's key person and other professionals, in order to meet children's individual needs. Each child has a learning story record with comments and photographs, demonstrating that children take part in a wide range of interesting activities that build on their early learning skills. Staff provide parents with regular updates of their children's progress, including completing the progress check for children between the ages of two and three years. These are effective in highlighting any gaps in the children's learning and development, so that good strategies can be put in place to enable all children achieve their potential.

Staff are enthusiastic about the activities they provide and this engages children, motivating them to join in. They interact with children in a positive and friendly manner, helping them to develop their language, physical and social skills so that they are well-prepared for their move on to school. Staff know children very well and engage them in conversations about things that are important to them. They listen carefully when children share their thoughts and ideas, valuing what the children say. Children enjoy listening to stories shared during group time. Staff skilfully ask open-ended questions and give them time to reply or support children to recall events in the story. This deepens children's thinking and develops their language and communication skills. Some children use the quiet book area to look at books on their own. This, and the books that children choose to take home and share with their parents, stimulates children's interest in books and promotes their understanding that print carries meaning. Although children benefit from the cosy book area provided, there is capacity to enhance this space further, to more sharply focused on promoting communication skills and create an enhanced listening area. A key strength of the setting is the very good understanding children are developing of numbers and counting. This is because simple mathematical concepts are threaded through every activity the children do. Children use numbers freely in their play, such as identifying that they have two cars or recognising that they are riding the trike with the number six on. They count the number of children present, sing simple number rhymes and create number lines, placing small stones in the correct order with very few prompts. Staff constantly use mathematical language, such as comparing big and small, heavy and light, developing children's understanding of these concepts. Children have lots of opportunities to practice their early writing skills as chalk boards are provided outside and paper and a variety of writing materials are available indoors. Some of the older children are developing an awareness of letters and they are beginning to write recognisable letters forming part of their own name. Children self-register and staff display many signs and words, which allow children to focus on meaningful print.

Staff support children well as they join in their learning. They demonstrate and role model

exploration in the sand play or using the pulley system to transfer objects. This means that children are confident and have a go at new experiences. The outdoor area is extremely inviting and used very well to promote children's learning. Children plant and help care for the flowers, vegetables and herbs in the pre-school garden. They notice the changes in the seasons and they go on outings around the village hall grounds to collect conkers, leaves and seeds, which they place in trays so they can explore them in the pre-school. Children know the names of the items they have collected, demonstrating how sycamore seeds twirl round as they drop. This supports their understanding of the world as they begin to understand growth and change. They thoroughly enjoy digging and play in the mud kitchen, developing their hand and eye coordination as they carefully manipulate materials into containers. Children's large physical skills are promoted as they ride small wheeled toys or climb up the climbing frame to use the slide. The small outdoor play house and caravan stimulate children's imagination and they readily engage in role play games with their friends. Indoors, they create picnics in the tepee and show kindness as they make pretend cups of tea with their friends. Children are learning to play co-operatively with each other and have responsibilities, such as helping at snack time and tidying up. They learn about following simple instructions, sitting quietly and taking turns with resources or to speak and are becoming confident and sociable individuals. As a result, children are acquiring the skills, attitudes and dispositions they need to be ready for school.

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

Children are cared for in a calm and caring atmosphere, which creates a positive learning environment for all. Staff work hard at the start of every session to create an attractive and stimulating environment within the community hall. They carefully select a range of age-appropriate toys and resources, which reflect children's current likes and interests. These are set out attractively on low-level shelving, so that children can make choices and follow their own interests. Consequently, children join in activities with enthusiasm and clearly enjoy their time in the setting. Staff support the children well as they develop their independence and gain the skills needed ready for school. There are good arrangements to prepare children and their families for the move on to school. These include providing parents with a top-tips guide identifying the skills children should have acquired and how parents and the pre-school can support children to achieve these. Visits are also arranged to the local schools, with the pre-school staff accompanying children and staff talk about the school teachers and school environment when back in the pre-school setting. Parents comment positively on the good preparation their children receive prior to school and how they are well-prepared for future learning.

The caring, supportive environment at the pre-school enables children to feel secure and happy. Prior to children starting the pre-school, the manager and key person offer parents a home visit. This begins to build the relationship between staff, parents and the child and helps staff to find out children's interests and needs. Children visit the pre-school for short periods with their parents and settle quickly as they are already familiar with some staff who have set out resources that they know the children enjoy. Staff continue to communicate well with parents on a daily basis. By doing so, partnerships with parents are

enhanced and children benefit from good continuity in care. Children's behaviour shows they feel safe in the pre-school. They are very comfortable with staff and often go to their favourite for support or to sit on their lap during a story. Staff respond affectionately, promoting children's emotional well-being. Staff model good manners and reinforce children's good behaviour through praise and encouragement. As a result, children learn to share, take turns and play happily together.

Children are developing a good understanding of a healthy lifestyle. Fresh drinking water is always available for children to access. Mealtimes are social occasions where staff sit with the children and chat while they eat. Children know they will be offered fruit before their savoury snack and are aware of making healthy choices. Children are encouraged to develop their self-help skills. For example, they hand around the plates of food to their friends and serve themselves and clear away their plate and cup once they have finished. A helper asks children what they would like to drink, pours this out and carries it over to the snack table. This helps children to learn the names of the others in the group, encourages their communication and listening skills and social interaction. Staff promote good hygiene procedures by helping younger children to clean their hands and reminding older children to wash their hands at relevant times. Children's learning around personal health and hygiene is enhanced by visitors to the pre-school, such as a visit by the dentist recently, to help children learn about good dental health. Cosy areas in the indoor environment give children opportunities to rest, relax and play quietly. The outdoor area provides plentiful scope for physical, energetic play and staff compliment this with a good range of other activities so that children enjoy being outside. The covered area provides children with opportunities to be out in the fresh air even in the most inclement weather. Children are often taken on outings around the village hall grounds, for example they use the park area, woods or play games, such as parachute games on the grassed area. These activities help children learn to enjoy physical exercise. Staff encourage children to think about their own safety during their play. For example, they are aware of children riding bikes just outside the door to the garden and wait for them to stop so they can walk safely to the grassed space. They also know not to run indoors which is sensitively reinforced by gently reminders from the staff. Children are supported well to use equipment safely, such as scissors during a craft activity. Consequently, children's understanding of keeping safe is promoted and helps ensure that children play and learn in a safe environment.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. Staff deployment throughout the day is good and ensures that children are well-supervised both indoors and outdoors. All staff have completed the appropriate training to ensure that children are safeguarded and are familiar with the procedures to be followed if they have concerns relating to child protection. Robust recruitment and suitability procedures ensure that all employees are suitable to work with children. New staff receive thorough induction to support them in fulfilling their roles and responsibilities in line with the pre-school's policies and procedures. The staff team is well-qualified, which has a positive impact on the quality of teaching and ensures that all children make good

progress in their learning and development. Staff also hold paediatric first aid qualifications, which means that any accidents occurring can be treated effectively to ensure the well-being of children. Staff monitor who enters and leaves the pre-school through a visitors book and records are kept of children's attendance, accidents, incidents or medication administered to children. This shows that the pre-school gives safeguarding and welfare of children high priority. Furthermore, the effective use of risk assessments for indoors, outside and any outings ensures that children play in a safe and secure environment.

The manager provides capable leadership to her staff and they all work closely together, forming a very effective team. There is a shared understanding of the Early Years Foundation Stage requirements and staff strive to deliver an enjoyable and challenging learning experience, which meets the needs of individual children. Staff convey a genuine enthusiasm for their work, which is evident in their interaction with children, who are nurtured and making good progress whilst in their care. Support is provided by the committee and individual members are seeking training to enhance their knowledge of the legal requirements and their roles and duties. All staff have a good knowledge and understanding of how children learn. Effective systems are in place to regularly monitor practice, the quality of teaching and the educational programmes provided. Self-evaluation identifies the strengths and areas for future improvement, to further enhance the provision. Photographs and information from past development plans, document the journey that the pre-school has taken over the past few years and the successful implementation of many positive changes. For example, a cover has been placed over part of the outdoor area and introduction of the mud kitchen have enhanced the outdoor provision. All recommendations from the last inspection have been effectively addressed.

Parents are warmly welcomed into the pre-school by the friendly and approachable staff. Lots of information is provided for parents about the pre-school, as well as information about local facilities. A detailed welcome pack, parents information boards, regular newsletters from the committee and staff, enable parents to become familiar with all aspects of the pre-school. Furthermore, parents are invited to stay and play sessions where they explore the resources used by the children and learn about how these support children's learning. Parents view children's assessment records and are encouraged to contribute to these, as well as recording events or progress in their children's home communication book. Children take a library book home each week to share with their parents at home. This reinforces the links between home and pre-school and encourages parents to be involved in their children's learning and development. Parents spoken to at the time of the inspection express their complete satisfaction with the care and education their children receive. They state that their children are making good progress and would highly recommend the pre-school. The manager and staff work with a number of professionals and other agencies to effectively meet the needs of all the children and to support their families. Partnerships with local schools are good. Staff are forging strong links with teachers, so that children are supported both in their learning now and in the move to school in the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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| Unique reference number | 254296 |
| Local authority | Norfolk |
| Inspection number | 818469 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 18 |
| Number of children on roll | 26 |
| Name of provider | Sunbeams Pre-School Committee |
| Date of previous inspection | 12/05/2010 |
| Telephone number | 01508 538438 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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