

Sunshine Pre-School Group

Marryat Road, New Milton, Hampshire, BH25 5NY



Inspection date

19 January 2015

Previous inspection date

22 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although the committee has appropriate recruitment and vetting procedures, the manager does not always follow these promptly for students. This means that members have not ensured that the manager obtained the required enhanced Disclosure and Barring Service checks through Ofsted.
- Systems to observe, assess and plan for children's individual learning are not consistently maintained to ensure that all children make good progress across all areas of learning, particularly in their communication and language development.
- The quality of teaching varies between the staff. Some do not often question children skilfully to encourage them to think, and miss chances to develop children's vocabularies to extend their learning and development.

It has the following strengths

- Staff interact with children in a warm and caring manner. As a result, children form strong attachments, which promote their emotional well-being effectively.
- Staff make regular use of the outside play space enabling children to move freely between the indoor and outdoor areas. This freedom adds to children's enjoyment and means they have regular fresh air and exercise.
- Staff have established close links with parents and regularly share information about the children's care, well-being and development.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure that recruitment and vetting procedures are followed through promptly for all adults over 16 working with children, including obtaining checks through the Disclosure and Barring Service
- improve the systems of observation, assessment and planning and use these effectively to help all children made good progress from their starting abilities on entry
- raise teaching to a consistently good quality through increasing staff skills and understanding of how to extend children's learning, with particular regard to their communication and language development.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside, and discussed how staff protect children in bright sunshine.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector looked at documentation including a sample of children's records, planning and assessment systems, and staff suitability records.
- The inspector talked with some staff, parents, and the manager, and discussed the how the pre-school works with parents and with other early years settings.
- The inspector looked at the systems used to review and evaluate the pre-school.

Inspector

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Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a range of play activities to promote children's learning and development across all areas of learning. All children have an allocated special person who liaises closely with parents including doing home visits before the children start. This approach enables staff to gain information about children's individual needs, which enables staff to help children settle quickly. Staff complete observations on children to assess and monitor the children's progress. However, staff do not use the records effectively to plan for children's future learning. As a result, activities are not always sufficiently challenging to help children move on to the next stage of their learning. Staff interact with children to promote conversation appropriately, however the quality of teaching skills varies between staff. This means that some staff miss opportunities to model language and extend children's learning sufficiently to help children make good progress in their learning and development.

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

The environment is safe and welcoming. Staff organise resources appropriately so children can make choices about their play, such as choosing from the art and craft materials. However, some outdoor play activities lack challenge for children, which the manager has correctly identified as an area for development. Children enjoy healthy snacks. They cut up their fruit and pour their own drinks, which helps them develop their independent skills. Children receive clear, consistent messages from staff to help them learn how to behave. For example, when children stood on a chair to paint, staff explained that, 'It is better not to stand on the chair at the easel, so you are safer and have more room'. Children listened and cooperated, so are gaining suitable skills for the next stage in their early education.

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

The committee members have a suitable understanding of their responsibilities. They have appropriate policies to support children's good health, and to maintain their safety and protect their welfare. The manager undertakes recruitment and vetting procedures thoroughly for staff, but a misunderstanding means those for students are not, so one check is missing. The manager and staff ensure they always supervise students, who are never left on their own with the children. Senior staff now support newer staff, particularly with the systems to monitor children's progress but training has not focused sufficiently on raising the quality of teaching. The manager uses suitable systems to evaluate provision. Staff have established suitable working relationships with parents, other early years providers and external agencies.

Setting details

Unique reference number	109835
Local authority	Hampshire
Inspection number	816968
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	20
Name of provider	Sunshine Pre School Committee
Date of previous inspection	22 June 2009
Telephone number	07903313276

Sunshine Pre-school Group is managed by a committee and opened in 1979. It registered with Ofsted in 2001. Children use a hall in the Nedderman Centre and have use of an outdoor area. The pre-school is registered on the Early Years Register. There are currently 20 children on roll. The pre-school receives nursery funding for children aged three and four years. The pre-school opens four days a week during school term times only. Sessions are from 9am to 12am on Tuesdays, Wednesdays and Fridays. On Mondays the pre-school operates from 9am to 3pm.. A team of six staff work directly with the children. Of these, four hold recognised early years qualifications.

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