

Sunshine Pre-School

St. Marys Infant & Junior School, Dellsome Lane, HATFIELD, Hertfordshire, AL9 7NE



Inspection date

16 March 2015

Previous inspection date

5 November 2009

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

- Staff use a wide range of good teaching methods to help children to learn successfully. They are well deployed to support children to choose and take a full part in many challenging activities, indoors and outdoors.
- Staff are very sensitive to the needs of children with special educational needs and/or disabilities. They work extremely closely with parents and other professionals to quickly narrow any gaps in children's learning.
- Staff effectively promote positive behaviour within the pre-school. They sensitively encourage children to succeed at taking turns. Children place their name on a list to wait their turn on the favourite bicycle. Staff use sand timers to help children know when their turn is finished.
- Children are very well prepared for their move on to school. They have good opportunities to meet the teachers and visit the classrooms in the host school. Staff provide photographs of other local schools and examples of the different uniforms.
- The registered provider and management team provide strong leadership. They are supported by a committed and enthusiastic staff team. They share a clear vision to continue to drive up standards in every area of the pre-school.
- Staff provide parents with clear information about their children's progress. Parents are extremely positive about the care and attention they receive at pre-school.

It is not yet outstanding because:

- Occasionally noise levels are high when background music is playing or when staff are tidying away at the end of the session. This does not always help staff to encourage children's concentration and listening skills.
- Staff do not take every opportunity to accelerate children's mathematical skills during their play indoors and outdoors.

What the setting needs to do to improve further

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

- enhance the opportunities for children to listen attentively by keeping background noise to a minimum
- enhance children's achievements even further, for example, by making the best possible use of opportunities for them to weigh, measure and solve simple problems during daily activities in order to extend their understanding of mathematics.

Inspection activities

- The inspector observed activities in the classroom, the outside learning environment and talked with the staff and children.
- The inspector examined a range of documentation, including evidence of suitability and qualifications of staff working with children, a sample of children's records, development plans and staff records.
- The inspector held discussions with the registered provider and the deputy managers. She completed a joint observation with the deputy managers.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Inspection findings

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

Staff closely observe and assess children's learning. They provide prompt and effective support when necessary so that all children make good progress from their starting points. Children's levels of concentration and language skills greatly improve due to the positive interactions and support by the staff. Children thoroughly enjoy a range of activities linked to a favourite story about a caterpillar becoming a butterfly. Staff ensure children are looking at them when they are talking and they speak clearly and slowly. Staff routinely use sign language and picture exchange systems to encourage children to communicate their needs without becoming frustrated. This helps children to be ready for their next stage of learning and eventually for school. Children begin to count how many cheeky monkeys remain as they excitedly take part in favourite number rhymes. They enjoy many opportunities to explore and play imaginatively with sand and water, indoors and outdoors. However, staff do not fully use these opportunities to expand their understanding of mathematical concepts. For example, they do not always help children solve simple problems and to explore weight and measure within the environment.

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

Children flourish as staff provide a nurturing, caring approach. This allows each child to have the care and support they need. As a result, they feel secure, valued and are emotionally confident to learn. Staff have expanded the key-person system by introducing a partner key person and this ensures that children and parents have a special member of staff to share information and support their needs at all times. Staff provide a well-resourced environment with toys and equipment. These are easily accessible and children choose freely and follow their interests. Staff use music to gain the children's attention. However, on occasions, they forget to turn it off when it is no longer effective and this does not help children listen to staff or their friends. Children have valuable opportunities to play outdoors. They use real tools safely as they dig holes in the mud garden. They learn to use the swing safely and move the tyres to make dens. This helps children to learn about their own personal safety.

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

Staff understand and effectively implement the safeguarding policies and procedures. All staff have valid paediatric first-aid qualifications and attend safeguarding training. This helps to minimise the risks within the environment and to promote children's safety. A robust recruitment procedure is in place, which ensures that all children are cared for by suitable adults. All new staff complete a thorough induction programme. Staff are well supported through regular team meetings. Managers effectively monitor the quality of teaching and children's progress. Staff are encouraged to attend training to improve their qualifications and skills. Staff have attended Forest School training and have developed a secure improvement plan to introduce more outdoor learning.

Setting details

Unique reference number	EY337415
Local authority	Hertfordshire
Inspection number	862732
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	54
Name of provider	Patricia Bundy
Date of previous inspection	5 November 2009
Telephone number	07966 461549

Sunshine Pre-School registered in 2006. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with an Early Years Foundation Degree. The pre-school opens from Monday to Friday, during term time only. Sessions are between 8.40am until 3.10pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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