

Sunbeams Pre-School Playgroup

Magnus C of E School, Earp Avenue, Newark, Nottinghamshire, NG24 4AB



Inspection date

13 October 2015

Previous inspection date

1 March 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff do not complete a progress check for children between the ages of two and three years.
- Teaching is sometimes weak. Adult-led activities do not always take into account children's preferred learning styles. Therefore, some children, particularly older boys, are not always focused and engaged in learning. This affects their behaviour and disrupts younger children's learning.
- Staff do not assess children's development or plan activities that challenge them in all areas of learning. Systems are not established to check the progress of groups of children and address any gaps in their learning. This means older children are not making sufficient progress in their learning in readiness for school.
- The educational programme for understanding the world is ineffective. Children are not supported to develop an understanding of people and communities beyond their own, or recognise and accept each other's differences.
- It is possible for unauthorised persons to enter the premises because the door is left unlocked when children are present. This has a significant impact on children's safety.
- Partnerships with parents focus too strongly on children's care needs. A two-way flow of information regarding children's learning and development is not effectively established.

It has the following strengths

- Children are happy and settled in the setting. They have formed close bonds with the staff who care for them.

What the setting needs to do to improve further

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

	Due Date
■ complete the progress check for children between the ages of two and three years and provide parents with a short written summary of their child's development in the prime areas of learning	15/02/2016
■ improve the quality of teaching so that all children benefit from activities that engage and challenge them and help them move forward in their learning	15/02/2016
■ improve the use of planning and assessment systems to ensure that each child is provided with challenging learning experiences in all areas of learning	15/02/2016
■ improve the programme for understanding the world so children develop an understanding of people and communities beyond their own and recognise differences	15/02/2016
■ ensure that steps are taken to prevent unauthorised persons from entering the premises	02/11/2015
■ improve methods for working in partnership with parents so that information regarding children's learning and development is consistently shared, in order to fully support their progress	14/12/2015
■ ensure that no one can enter the premises without the knowledge of staff.	02/11/2015

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

- implement effective systems to check the effectiveness of the educational programmes; identify where individuals or groups of children have gaps in their learning and take appropriate action to address these gaps.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessment records, evidence of the suitability of staff working within the setting, and a range of other documentation.
- The inspector spoke with the manager, staff and the children at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Joanne Gray

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. Children's safety and well-being is compromised. The premises are not secure, as it is possible to enter the building without access being authorised. Staff supervise children appropriately during the session. They have a suitable understanding of the signs and indicators of abuse. They know what to do if they have concerns about children. There are weaknesses in the way the manager checks the assessments of children's learning and development. She does not understand the need to assess older children across all seven areas of learning. Therefore, gaps have not been identified and tackled in some children's progress. Despite staff being well qualified, teaching is sometimes weak. However, the manager and staff regularly observe and comment on each other's teaching to improve their practice. Breaches in the Early Years Foundation Stage requirements have not been identified by the manager. Staff do not complete a progress check for children between the ages of two and three years. Parents do not receive a written summary of children's progress during this time.

Quality of teaching, learning and assessment is inadequate

Parents do not always contribute to initial assessments of their children and ongoing exchanges about their learning are limited. Therefore, parents are not kept up to date about their children's learning experiences and development. Staff observe and assess children's development in their communication and language, physical and social skills. They plan individual activities to promote children's learning in these areas and children make adequate progress. For example, children develop good language skills because staff make comments and ask questions as they play with them. However, once children gain skills and confidence, staff fail to move on to assessing and planning their development in other areas of learning. Therefore, older children are not making the progress they should in readiness for school. In particular, the programme for understanding the world is weak. Children are not supported to learn about diversity or communities beyond their immediate environment.

Personal development, behaviour and welfare are inadequate

Children have access to a suitable range of toys and resources. There is an established two-way flow of information regarding children's care needs between parents and staff. Parents and carers say that they are happy with the setting. Staff provide a range of healthy and nutritious snacks for children. Children have plenty of opportunities to play outdoors and visit the large school playing field behind the setting. Therefore, children are learning about the benefits of developing healthy lifestyles. Some adult-led activities, such as story time, do not engage and enthuse all children. Older boys soon lose interest and this affects their behaviour, spoiling the activity for younger children.

Outcomes for children are inadequate

Children are not being supported to move forward in all areas of learning. Assessment is not precise enough to ensure that any gaps in attainment are closing. Groups of children, particularly boys, are not fully engaged in purposeful learning experiences.

Setting details

Unique reference number	253343
Local authority	Nottinghamshire
Inspection number	864495
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	11
Name of provider	Sunbeams Pre-School Partnership
Date of previous inspection	1 March 2012
Telephone number	07729 308721

Sunbeams Pre-School Playgroup was registered in 1996. The setting employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday term time only. Sessions are from 9am until 1pm. The nursery provides funded early education for three- and four-year-old children.

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