

Little Sunbeams Preschool

4th Epping Elm Scout Hut, Stonards Hill, Epping, Essex, CM16 4QE



Inspection date

12 January 2016

Previous inspection date

29 September 2011

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Each key person has a very good knowledge of their group of children. They teach according to children's specific needs, building on what they know and can do on entry to pre-school.
- Practitioners promote children's personal, social and emotional development particularly well. They pay close attention to supporting children to acquire independence and the ability to work with others.
- Practitioners offer a very good range of interesting indoor activities. They are skilled at using children's interests and spontaneous play to promote and develop new skills, according to each child's specific next steps in learning.
- Partnerships with parents are very successful. Parents speak highly of the team, the care and learning opportunities they offer children and the support for families.
- Children behave well. Practitioners support them very effectively, helping them to understand the simple rules about being kind to one another and sharing the toys. Practitioners are good role models, showing children how to behave in a friendly and respectful way.

It is not yet outstanding because:

- Practitioners do not always implement the planned improvements as quickly and consistently as possible.
- The opportunities for children to learn outdoors do not match those available indoors. Practitioners do not always consider how to make the most effective use of the space, in order to offer children the broadest range of outdoor learning experiences.

What the setting needs to do to improve further

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

- strengthen the supervision arrangements, in order to focus on implementing planned changes and improvements more rapidly
- enhance the outdoor learning opportunities for children to ensure all areas of learning are routinely planned for.

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 pre-school manager.
- The inspector held meetings with the pre-school provider and the manager at appropriate times throughout the inspection. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability and qualifications of practitioners working with the children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The pre-school is well organised. Leaders and managers have effective systems in place for ensuring children's safety and welfare while at pre-school. The arrangements for safeguarding are effective. All practitioners attend training on child protection and understand when and how to report concerns. Robust procedures are in place to check the suitability of the team. They have an induction programme in place that supports new practitioners in carrying out their role successfully. The team attends local training sessions. They have found those on observation, assessment and planning and children's mental health particularly informative. Leaders and managers seek the views of the team and those who use the pre-school. They know their strengths and the aspects they want to improve. There are action plans in place that are, generally, used well to achieve sustained improvements. Supervision of practitioners and checks on the quality of teaching are being embedded in practice. Each key person monitors the progress of their group of children effectively. They provide parents with clear information about children's progress and support for further learning at home.

Quality of teaching, learning and assessment is good

Children benefit from a well-resourced learning environment. They enjoy plenty of opportunities to choose their activities. Practitioners teach wherever the child is playing. Children get involved in the early circle time each morning. They are attentive and show good levels of concentration. They help to count the children present and to welcome everyone. Practitioners use a variety of resources to support children's early recognition of letters and numbers. The children find their name cards when they arrive in the morning. Practitioners use maps to explore reading and number skills, as well as looking at places and geographical features. Children are very imaginative and make good use of the role-play areas and the small equipment to make up their own stories. Practitioners regularly observe the children as they play and use what they see to assess their progress and plan for the next steps in learning.

Personal development, behaviour and welfare are good

Children settle well into life at the pre-school. The team of practitioners takes pride in developing close and caring relationships with the children. Children show that they feel safe in pre-school. They are confident in making their needs known and seek out practitioners for help and support. The children demonstrate their responsible attitude. They help to find things that others need and are happy to share and take turns. They embrace the messages about fairness and kindness. They delight in explaining the importance of these in making friends and keeping pre-school a happy place. Children enjoy serving themselves snack. They are learning about living a healthy lifestyle by eating well, getting fresh air and exercise, and washing their hands to keep clean.

Outcomes for children are good

Children are making good progress in their learning. Practitioners are making sure children have the necessary skills that will help them in the next stage of their education.

Setting details

Unique reference number	EY343816
Local authority	Essex
Inspection number	1017090
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	45
Name of provider	Helen Sarah Walker
Date of previous inspection	29 September 2011
Telephone number	01992 573 395

Little Sunbeams Preschool was registered in 2006. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including the manager who has a foundation degree. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.15am until 12.15pm on Monday, Wednesday and Friday, and from 9.15am until 3.30pm on Tuesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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