

Sunbeams Pre-School

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



Inspection date

29 March 2016

Previous inspection date

13 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching is variable. The new systems for planning and assessment are not fully embedded. Activities are not yet securely planned to meet each child's individual learning needs. Managers do not effectively monitor how staff use observations and assessments to plan activities to meet children's individual learning needs.
- Staff do not always find out as much as possible from parents about what their children know and can do when they first start.
- Some daily routine activities are prolonged. Staff do not organise them well enough to retain children's interest or help them learn from the experience.

It has the following strengths

- The environment is welcoming and staff provide play opportunities and activities which generally interest the children. As a result, children enjoy their time at the pre-school.
- Children have formed close attachments with their key person and all staff. This helps them to settle quickly and supports their emotional well-being.
- Children independently access resources and follow their own interests as they play.

What the setting needs to do to improve further

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

Due Date

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| ■ improve and effectively monitor the use of observational assessments and next steps in learning to ensure that staff plan challenging activities matched to children's individual learning needs. | 30/06/2016 |
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To further improve the quality of the early years provision the provider should:

- find out more from parents about what their child already knows and can do when they first start and take this into account when planning initial activities to help children settle and quickly move forward in their learning
- review the organisation of routine, daily activities to provide more effective learning opportunities for children.

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 a meeting with the pre-school managers. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management requires improvement

The managers display a commitment to making ongoing improvements to the pre-school. They have worked closely with the local authority advisor to make improvements since the last inspection. The arrangements for safeguarding are effective. Staff display a good awareness of the policies and procedures to follow should they have any concerns about the children. They are aware of their responsibilities to work with outside agencies to share any arising concerns about children. The managers routinely carry out staff supervision meetings. Staff hold an appropriate range of childcare qualifications and access additional training to further enhance their practice and the outcomes for children.

Quality of teaching, learning and assessment requires improvement

Staff have a sound understanding of how children learn. They play alongside children and do provide some different activities that focus and engage children in learning. Staff are just beginning to make more regular observations and assessments of children's progress. However, they are not using this information well enough to deliver activities that promote what children need to learn next. As a result, planning is not sufficiently robust to ensure activities and experiences fully support and extend children's learning. Parents provide information when children first start about their child's care needs and what they enjoy playing with. However, not enough information is gathered from parents about what their child already knows and can do. This prevents staff from planning effectively to support children's learning when they first start.

Personal development, behaviour and welfare require improvement

Staff have created a friendly environment where children are warmly welcomed. Children are free to choose from a range of resources and to follow their own interests. However, routines throughout the day do not always promote children's independence and younger children do not fully engage in activities. For example, at snack time children are expected to wait for long periods of time. At other times, younger children lose interest in the game they are playing. In general, staff are aware of different behaviour strategies which promote positive behaviour. Staff play alongside children and help them understand the concepts of taking turns and sharing. There are effective partnerships in place with local schools. This helps to support children as they move to school.

Outcomes for children require improvement

Children are making steady progress in their development and most are working within the development band appropriate for their age. However, weaknesses in planned activities and a lack of information from parents when children first start means that they do not always make rapid progress from their starting points. Older children are developing early writing skills and learning to recognise and form letters of their name. Children are able to follow their own ideas about what they would like to play with. Younger children develop their imagination well as they play with kitchen utensils and cutlery. Children develop mathematical skills as they explore size, shape and numerals. Therefore, they are acquiring some of the skills they will need for their move on to school.

Setting details

Unique reference number	253343
Local authority	Nottinghamshire
Inspection number	1030904
Type of provision	Sessional 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	18
Number of children on roll	12
Name of provider	Sunbeams Pre-School Partnership
Date of previous inspection	13 October 2015
Telephone number	07729 308721

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

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