

Sunbeam Pre-School

White House Junior School, Marlow Road, IPSWICH, IP1 5JN



Inspection date

28 June 2016

Previous inspection date

7 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Staff are committed to their ongoing professional development and access a wide range of training opportunities. This directly benefits the diverse range of children who attend as staff implement new ideas and skills to support children's individual needs.
- The manager supports staff well through an effective system of supervision and coaching. This helps staff to develop their personal practice and gain confidence in their ability to promote children's learning.
- Staff know the children well. They make ongoing assessments of children's capabilities. They use this information to develop targeted plans for how they will support children's individual needs and promote their ongoing learning.
- Staff work closely with parents to promote children's learning in the setting and at home. They share information on children's achievements and suggest ways for parents to continue children's learning in the home.
- Children build secure relationships with staff. Staff are responsive to children's needs and consistently show an interest in what children are doing in the setting, and in their lives beyond the setting. This supports children's confidence and self-esteem.
- Children make good progress in their learning given their starting points. Staff accurately track children's progress and quickly identify where children may be falling behind in their learning. Effective systems are put in place to swiftly implement appropriate support where needed.

It is not yet outstanding because:

- Staff do not always take account of the younger children's levels of concentration during some group activities. Occasionally, their interest wanders when the activity is more targeted to the older children.

What the setting needs to do to improve further

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

- review the organisation and planning of some group times to take more account of the ages of children and their varying levels of concentration.

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 manager. 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 sampled a range of other documentation, including the learning and development records of children, the pre-school's policies and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. A robust policy for safeguarding is fully implemented and staff demonstrate a secure understanding of their role to keep children safe from harm. The manager and the staff have an effective process for the ongoing evaluation of practice. Each area of provision is reflected on and a wide range of methods is adopted to secure ongoing improvements. Staff visit other settings to take on board suggestions and ideas which they bring back to the pre-school. They work closely with other professionals to implement the strategies they use to promote children's continued learning. Since the last inspection, the staff have worked closely together to address all weaknesses raised and make sustained ongoing improvements to practice.

Quality of teaching, learning and assessment is good

Children experience a rich-learning environment indoors and outdoors which engages them and motivates them to learn. Staff are skilful and adapt most activities to meet the needs and interests of all children who attend. Staff promote children's writing skills in the outdoor environment for those children who prefer to learn outdoors. Staff are enthusiastic and join in with children's play. They follow children's ideas to help them to enhance their own learning. A climbing frame becomes an imaginary pirate ship and staff help children search outdoors for treasure. Indoors, children enjoy a craft activity and identify what they need to pack in their suitcase to take on holiday. Children decide that they need sun cream so they do not burn in the sun and toothpaste to keep their teeth clean. This demonstrates children's growing awareness of how to keep themselves safe and healthy.

Personal development, behaviour and welfare are good

Children learn the rules and boundaries they must adhere to in the pre-school and staff give consistent messages to them, such as to be kind to one another. Children happily play together and learn to share resources and take turns. Staff are good role models and remind children of the importance of using good manners. Children are encouraged to adopt healthy lifestyles. They are provided with a choice of healthy snacks and regularly play in the fresh air. Children exercise their bodies as they climb, jump and run outdoors. They race around on scooters taking care not to hurt others. Children freely choose from a wide range of resources and activities which supports their independence. They develop a sense of responsibility as they are encouraged to tidy away toys when they have finished playing with them.

Outcomes for children are good

Children are active and motivated learners, and develop good social skills. They communicate effectively with one another and learn to value each others' similarities and differences. Additional funding is used wisely to promote children's ongoing development and target where support is needed most. For example, children who speak English as an additional language demonstrate their ability to reach a good standard of English in preparation for when they start school.

Setting details

Unique reference number	EY429651
Local authority	Suffolk
Inspection number	1028129
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	65
Name of registered person	Sunbeam Pre-School Partnership
Registered person unique reference number	RP530749
Date of previous inspection	7 November 2012
Telephone number	01473 741249

Sunbeam Pre-School was registered in 2011 and is operated by a partnership. The pre-school employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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