

Sunshine Pre-School (Morpeth)

Morpeth Methodist Church, Howard Terrace, Morpeth, Northumberland, NE61 1HU



Inspection date

5 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 inconsistent. Staff do not always extend or challenge children through planned activities that match their individual needs. As a result, children are not fully supported to make good progress.
- Systems to improve staff's performance are not fully developed. Supervision meetings are not frequent enough to ensure that weaknesses in the quality of teaching are identified.
- Staff have not considered ways to help all children make more independent choices about the activities and resources they wish to access.

It has the following strengths

- Parents receive regular feedback about their child's development. They know which staff are supporting their children to achieve. The staff share some activity ideas for them to do at home with their children.
- Children build close relationships with staff, supporting children's emotional well-being.
- Children's health and self-care skills are promoted well because staff encourage them to carry out personal hygiene routines independently.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|---|------------|
| ■ improve the quality of teaching by ensuring activities are enjoyable and provide suitable challenge for all children based on their individual interests, needs and stages of development | 19/08/2016 |
| ■ improve the supervision arrangements for staff to provide regular coaching and support to enable them to improve their personal effectiveness, practice and the quality of teaching. | 19/08/2016 |

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

- provide greater opportunities to help all children make independent choices in relation to resources and activities.

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 provider.
- The inspector held a meeting with the provider. 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 number of parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider and pre-school leader undertake some monitoring of staff performance. However, this is not rigorous or effective enough to ensure the quality of teaching is raised to the highest level. The arrangements for safeguarding are effective. Staff understand how to recognise possible signs and symptoms of abuse and are confident in the procedures to follow if they have concerns about a child's welfare. Staff recruitment is robust and appropriate vetting procedures are in place. Risk assessments are implemented well. The premises are safe and children are supervised well. The provider and the staff team hold regular meetings to discuss children's progress. They also reflect on the provision and identify some of the setting's strengths and weaknesses. They involve the parents and children in this process. The staff have established links with local schools to ensure that children can make a smooth transfer into full-time education.

Quality of teaching, learning and assessment requires improvement

Staff make regular observations of what children can do and check they are making progress. However, teaching is not consistently good. Staff do not always use their knowledge to plan an exciting range of activities to stimulate, engage and challenge children. On many occasions, children are occupied with play and toys that do not help them develop as well as they could. During some activities, staff talk about what is happening but they do not always effectively support children to learn new things. Where good learning takes place, staff ask relevant, skilled and open questions, providing time for children to respond. Older children hold conversations with their friends and engage in activities that support their imagination. For example, they climb into the tent and describe how they are camping in the woods.

Personal development, behaviour and welfare require improvement

There is a range of resources but this is sometimes underused. Children are not able to freely access these so they can make independent choices about activities and resources. Staff establish close partnership with parents to meet children's care needs and daily routines well. This helps contribute to children settling quickly and being emotionally secure. Children are eager to see their friends and staff when they arrive. They behave well. Older children enjoy each other's company. They share their ideas and interests together with enthusiasm. Children develop an understanding of the importance of good health. For example, they know to wash their hands before mealtimes and have some opportunities to play outdoors.

Outcomes for children require improvement

Weaknesses in teaching mean that children are not sufficiently challenged and do not always make the progress they are capable of in their learning. Most children have skills and abilities that are at least typical for their ages. Children's literacy skills are, generally, well supported by staff. For example, during self-registration, children are learning to recognise their name and sound out the initial letter. Children are sociable and confident, helping to prepare them for their future learning, including school.

Setting details

Unique reference number	EY493095
Local authority	Northumberland
Inspection number	1024935
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	14
Name of registered person	Joanne Penfold
Registered person unique reference number	RP901086
Date of previous inspection	Not applicable
Telephone number	07980338014

Sunshine Pre-School (morpeth) was registered in 2015. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one holds an appropriate early years qualification at level 2 and one is unqualified. The pre-school opens Monday, Wednesday and Friday, all year round. Sessions are from 9.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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