

Inspection date	12 September 2016
Previous inspection date	1 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Managers and staff have worked really hard to improve the setting since the last inspection. Qualification levels have been increased and planning, observation and assessment has been significantly strengthened. Effective self-evaluation results in well-targeted plans for the future being identified.
- The tracking of progress made by different groups of children is helping to ensure that staff are able to identify any gaps in learning and take appropriate action to close these.
- This is a very busy, well-organised setting, where staff are clear about their roles and responsibilities. Children feel secure, settle quickly and happily participate in a wide range of purposeful activities, both indoors and outside.
- Children who speak English as an additional language make good progress in their English skills because staff work closely with their parents and plan specific activities to support their confidence in speaking.

It is not yet outstanding because:

- Occasionally, the organisation of small-group activities does not fully take account of children's different abilities and interests.
- Sometimes, staff do not make the most of opportunities to promote and extend the most able children's deeper thinking about how they can resolve problems they encounter during their play.

What the setting needs to do to improve further

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

- focus more precisely on the planning for small-group activities to ensure all children involved remain interested and engaged
- build on children's ability to think deeply about what they are doing during 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 two joint observations with one of the pre-school managers.
- The inspector held a meeting with the two managers and with two members of staff. She looked at relevant documentation, such as the pre-school self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed training in safeguarding and clear procedures are in place for managing any concerns. The managers arrange for higher than required adult-to-child ratios during pre-school sessions. This means that children receive good supervision, can take part in targeted one-to-one activities and can move freely between the inside and outside activities. The management team has established effective monitoring and supervision of staff. Managers show a commitment to continued professional development which enables staff to work towards further qualifications. The increase in knowledge and understanding of how children learn and develop promotes staff's confidence, which in turn has a positive impact on how they meet children's needs.

Quality of teaching, learning and assessment is good

Children benefit from staff's enthusiastic involvement in their play. Staff demonstrate good teaching skills. They talk to children, ask well-placed questions and support children's ideas. For example, children are excited to explore large cardboard boxes; some make hiding places and castles, others make vehicles and others make robot and superhero outfits. Staff encourage children to decide what they want to do and to be creative, by providing a good range of resources, such as strong tape, scissors and decorations. Children's progress is evident through observations and assessments. The planning of activities follows children's interests, values suggestions made by parents and continually builds on what children already know.

Personal development, behaviour and welfare are good

Staff find out detailed information from parents before children start attending. This helps them to plan for children's first visits to the pre-school. This preparation, as well as sensitive and gentle support from staff during their first day, ensures children are able to separate from their parents and quickly settle in. Children are aware of the daily routines. They know when it is snack time and where to wash their hands. Children have daily opportunities to play outside in the fresh air where they enjoy games, such as catch the ball, and they learn to ride bikes. Children make close friendships at the pre-school. They play cooperatively with other children, behave well and clearly demonstrate fond attachments to the staff.

Outcomes for children are good

Children make good progress. Children who require extra support are able to make progress through specific activities that are planned for them. Children take part in activities that prepare them for starting school. Building on their independence, they choose what they want to do, help to tidy away and dress themselves ready for outside play. Children are learning how to work together, how to manage their feelings and to respect one another as individuals.

Setting details

Unique reference number	EY276045
Local authority	Northamptonshire
Inspection number	1033842
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 - 11
Total number of places	48
Number of children on roll	131
Name of registered person	Sun Beams Delapre Pre-School Committee
Registered person unique reference number	RP522082
Date of previous inspection	1 October 2015
Telephone number	01604 674620

Sun Beams was registered in 2004 and is managed by a committee. The pre-school employs 18 members of childcare staff. Of these, 17 hold qualifications, three at level 2 and 14 at level 3 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 7.50am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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