

Little Sunshines Pre-School (Somercotes)

Somerlea Park Community Centre, 13 Sherwood Street, Leabrooks, ALFRETON, Derbyshire, DE55 1LB



Inspection date

24 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

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

- Children make good progress from their individual starting points and gaps in achievement are closing. Staff know exactly what children need to learn next and provide challenging learning experiences for children.
- Teaching is good. Staff are skilful in supporting children's early communication and language skills. They listen to children and respond to their interests during play. Children are motivated to learn and are keen to get involved in activities.
- Children form secure attachments to staff. They are confident and their good behaviour shows they feel safe. Staff provide sensitive support to help all children learn to take turns, share and understand others' feelings.
- Leaders and managers are ambitious. They have evaluated all aspects of their setting and actions to improve have been concerted and effective. They use information about children's progress to clearly identify areas that need developing.
- The quality of staff's teaching is improving. Leaders provide effective performance management and training is targeted to improve staff's interactions with children.

It is not yet outstanding because:

- Children are not always able to follow through their own ideas. Occasionally, staff do not give them enough time to think and solve problems for themselves.
- Some aspects of the routines of the day interrupt children's play and do not fully support children to develop high levels of concentration.

What the setting needs to do to improve further

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

- encourage children to have their own ideas and solve problems by allowing even more time for them to think
- review the organisation of the daily routines to help children develop even better concentration skills.

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 manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as their self-evaluation and evidence of the suitability of staff.
- The inspector sampled children's development records, planning documentation and a range of other records, and policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff are passionate about their work and strive for the best outcomes for children. The manager has high expectations of all staff. Detailed evaluations of staff interactions with children is used to consistently improve the quality of teaching. The evaluation of the setting includes support from the local authority, comments from parents and thorough reviews of children's progress. Specific actions are identified and have been successful in, for example, improving children's early literacy skills. Targeted training makes sure staff keep a clear focus on supporting all children's early communication and language skills. Safeguarding is effective. Staff and leaders are aware of how to recognise concerns about children's welfare and there are secure procedures to deal with issues promptly. Partnerships with other professionals support children's well-being both in the pre-school and at home. The manager carefully plans how to use additional funding to improve the outcomes for individual children according to their specific needs.

Quality of teaching, learning and assessment is good

Staff know individual children really well. They make accurate assessments of what children can do and identify what they need to learn next. Partnerships with other agencies help staff provide targeted interventions for children who need additional support. Staff share information with parents about what children are learning and how they can support learning at home. Children enjoy learning through play and staff are skilful in weaving in children's next steps in learning. Staff understand how activities can promote each child's learning. Opportunities to play with different materials and textures develops children's dexterity and understanding about the different marks they can make. Staff show particularly strong teaching skills when supporting children's early language. They make use of children's real-life experiences to plan interesting activities that motivate children to get involved. Staff carefully model new words and sentences during role play.

Personal development, behaviour and welfare are good

Children form strong relationships with staff who focus on building children's confidence and independence. Staff are building partnerships with local schools to support children's well-being as they move on. They understand the importance of teaching children a range of values. Simple boundaries help children understand how to behave and respect other children's feelings. Staff provide opportunities for children to develop healthy eating habits and take responsibility for managing their own good hygiene routines. Leaders and staff have taken care to provide stimulating and welcoming spaces inside, and children have a broad range of learning opportunities.

Outcomes for children are good

All children make good progress in their development. Children who have special educational needs or disabilities and those with starting points below those of other children make even better progress so that gaps in achievement are closing. All children are learning to share and understand others' feelings to help prepare them for school. Staff teach younger children new words and help them start to use short sentences. Older children are developing the strength and control they will need to hold pencils.

Setting details

| | |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY482707 |
| Local authority | Derbyshire |
| Inspection number | 999283 |
| 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 | 42 |
| Number of children on roll | 45 |
| Name of registered person | Little Sunshines Pre-School Ltd |
| Registered person unique reference number | RP535318 |
| Date of previous inspection | Not applicable |
| Telephone number | 07980541645 |

Little Sunshines Pre-School (Somercotes) was registered in 2014. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are available between 9.15am and 3.45pm and they offer a lunch club. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs or disabilities.

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