

Sunbeams Pre-School

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



Inspection date

6 January 2017

Previous inspection date

29 March 2016

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

- Practitioners have worked hard since the last inspection to raise the quality of the pre-school to a good standard. They are enthusiastic and are good role models for the children. Practitioners demonstrate a commitment to improve outcomes for children.
- Children enjoy taking part in a variety of activities and experiences. They are curious and eager to explore, both indoors and outside. Children make good progress and effectively develop the skills they need for future learning.
- Children have developed secure attachments with the practitioners. Cuddles and hugs are shared and this nurturing approach helps children to settle and feel safe. Children behave very well. Practitioners keep consistent boundaries and praise children, boosting their self-esteem and encouraging them to be kind and caring to others.
- Parents speak very highly of the pre-school and share their views about the positive influence it has on their children's lives. They comment how their children love attending and the positive relationships between the children and practitioners. Parents also speak very positively about the range of activities their children take part in.

It is not yet outstanding because:

- Arrangements put in place by the manager to identify and address professional development needs are not focused enough on raising the quality of teaching to an outstanding level.
- Ways that practitioners involve all parents in further supporting their children's learning at home are not fully developed.

What the setting needs to do to improve further

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

- focus the professional development needs of practitioners on increasing the potential to achieve the highest possible standards of teaching
- extend ways to support parents to continue children's learning at home.

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 and deputy. She looked at relevant documentation, and evidence of the suitability of practitioners working in the pre-school. The inspector also discussed the pre-school's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke with practitioners and children at appropriate times throughout the inspection.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners have a secure knowledge of the signs and symptoms that might raise concerns about children's safety and welfare. They know the procedures to follow and who to contact in their local authority should the need arise. Practitioners are vigilant and ensure children are well supervised, both indoors and outside. Risk assessment is carried out effectively to ensure children remain safe and secure. Practitioners have sustained the drive to make improvements in the pre-school. They have successfully addressed the action and recommendations from the last inspection. Practitioners evaluate their practice and the activities offered to children. They gather the views of parents and children and incorporate these into their plans for improvement. The well-qualified team has recently attended a number of training events and workshops. Practitioners have built good relationships with other settings that children move on to. They share information about children's assessments and progress to support continuity of learning.

Quality of teaching, learning and assessment is good

Practitioners provide enjoyable, stimulating activities that enthuse children, who are motivated to learn. They are on hand to support children's learning. Practitioners skilfully support children as they practise their cutting skills while at the well-resourced craft table. Children's listening and understanding are promoted effectively. Practitioners accurately observe and assess children's learning and track the progress they make. They have a good overview of the development of both individual children and different groups of children. This ensures that no child gets left behind. Children are excited to learn and confidently make independent choices in their play.

Personal development, behaviour and welfare are good

Children become independent as they select their toys, manage their lunchboxes and help themselves to drinks. Good behaviour is promoted positively with lots of praise and guidance. Practitioners teach children to take turns in speaking and to listen to others when in a group. Children learn to respect and value others. They are provided with a good range of balanced and nutritious snacks, which helps to promote the importance of a healthy diet and lifestyle. Practitioners provide daily opportunities for children to be active and access fresh air. Children develop their physical skills as they ride on bicycles and throw balls with good control. They enjoy playing in the mud kitchen. Children benefit from exciting experiences to further promote their knowledge of the world. Bug hotels and planting areas help children to gain an understanding of life cycles and nature.

Outcomes for children are good

Children are making good progress from their starting points. They learn the skills needed in preparation for their move on to school. They enthusiastically join in with 'welcome time' and are eager to contribute their views. Children happily sing along to songs they have learned. They show a growing interest in books and enthusiastically take part in the repetitive sections of their favourite stories. Children are eager to make their own marks as they draw and begin to write their name.

Setting details

Unique reference number	253343
Local authority	Nottinghamshire
Inspection number	1045358
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 - 3
Total number of places	18
Number of children on roll	11
Name of registered person	Sunbeams Pre-School Partnership
Registered person unique reference number	RP905165
Date of previous inspection	29 March 2016
Telephone number	07729 308721

Sunbeams Pre-School was registered in 1996. The pre-school employs four childcare practitioners, 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

