

Sunshine Pre-School and Day Care Ltd

The Beccles Centre, Castle Hill, BECCLES, Suffolk, NR34 7BQ



Inspection date

10 January 2017

Previous inspection date

12 February 2013

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

- The manager is very passionate about providing children and families with a high-quality service that reflects their individual circumstance and needs. The setting offers very flexible sessions to fit in with individual family lifestyles.
- Key persons implement a good range of strategies to successfully involve parents in their children's learning. Parents are kept well informed about their children's progress and achievements. They receive regular guidance on how they can support their child's learning at home. Parents are very complimentary about the progress their children have made since attending the setting.
- Children who have special educational needs or disabilities are supported well within the setting. Staff work closely with parents and other professionals to ensure each child receives consistent support to close any gaps in their learning.
- Children are happy and develop good relationships with staff and each other. They settle well and soon become self-assured in the welcoming environment provided by staff. They make confident choices in their play as they access the wide range of stimulating activities available indoors and outside.

It is not yet outstanding because:

- Although the manager and deputy use consistently high-quality teaching strategies, not all staff are as skilled at extending children's learning and offering higher levels of challenge.

What the setting needs to do to improve further

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

- support all staff in recognising and building on opportunities to extend and challenge children's knowledge and skills further, encouraging more-rapid progress in their learning.

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. She spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff undertake regular safeguarding training at a level appropriate for their role. They are confident about the action to take to protect children and keep them safe from harm. Staff are well qualified. They implement policies and procedures effectively to promote children's good health, safety and welfare. The manager provides individual staff members with support and guidance, including feedback during regular supervision meetings, to help them develop their practice. All staff benefit from attending a good range of relevant training opportunities to help improve their knowledge and skills. The manager constantly reviews and evaluates the provision, taking account of the views of staff, children, parents and other professionals to identify further areas for development. The manager and deputy track the progress of groups of children. They use the valuable information gained to help identify and target any gaps in children's learning or the educational programme.

Quality of teaching, learning and assessment is good

Key persons accurately monitor children's progress. They use information gained from observation and assessment to successfully plan for children's next steps in learning. Overall, staff use a good range of teaching strategies to promote children's learning. Staff provide children with good levels of support to encourage them to become active and enthusiastic learners. They are alert to children's changing interests, joining in with children's play to extend their learning. Staff listen to what children have to say and repeat back the correct pronunciation of words to help develop their speech and vocabulary. Staff introduce mathematical language into children's play in age-appropriate ways.

Personal development, behaviour and welfare are good

Staff work well with parents to help children settle and become self-assured. Children are learning to behave well. Staff provide simple explanations to help children learn why some behaviour is not acceptable. They use age-appropriate strategies to help children learn to show care and respect for the needs and views of others. Daily routines are well organised to suit the needs and attendance patterns of individual children. Children enjoy helping staff to prepare for snack time. Staff use this as an opportunity to introduce a good range of learning experiences, including teaching children to use safety knives to cut up fruit. All children benefit from regular opportunities to play outdoors in the fresh air where they have access to a good range of activities to promote all areas of learning.

Outcomes for children are good

All children progress well given their starting points and capabilities. They develop the key skills and attitudes that prepare them for the next stage in their learning and eventual move on to school. Children enjoy sharing books with staff and each other. They have many opportunities to make marks and develop their interest in early writing. They are confident to ask questions and go to staff for help and comfort. Children enjoy imaginative play. They share their ideas and learn to cooperate, such as while playing with small-world toys. Children develop independence. They confidently get their own coats and are learning how to put them on before going outside.

Setting details

Unique reference number	EY381838
Local authority	Suffolk
Inspection number	1065262
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	60
Name of registered person	Sunshine Pre-School and Day Care Limited
Registered person unique reference number	RP528499
Date of previous inspection	12 February 2013
Telephone number	01502 711367

Sunshine Pre-School and Day Care Ltd was registered in 2008. The setting employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including the manager who holds early years professional status. The setting opens from 8am to 6pm, all year round with the exception of bank holidays and Christmas. The setting provides funded early education for two-, three- and four-year-old children.

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